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The topics covered in this collection of papers include (1) educational materials pertaining to Negro Americans; (2) information pertaining to Negro Americans in textbooks in Georgia; (3) information pertaining to Negro Americans in "Georgia Library Lists"; (4) significant factors in selecting and rejecting materials; (5) topics and types of materials needed; and (6) methods of increasing the accessibility of materials in the schools, in libraries and in the home. A summary of the proceedings, a list of publishers who sent materials to be displayed at the conference, and some suggested questions for discussion are appended. (CC)

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PROCEEDINGS

OF THE

CONFERENCE

ON

THE GEORGIA CHILD'S ACCESS TO MATERIALS PERTAINING TO AMERICAN NEGROES

November 10-11, 1967

LI 001664

Atlanta University

School of Library Service

Atlanta, Georgia 30314

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE GEORGIA CHILD'S ACCESS TO MATERIALS PERTAINING TO AMERICAN NEGROES

Papers presented at a Conference

Sponsored by

The Atlanta University School of Library Service

With the Cooperation of

The Georgia Council on Human Relations

Edited with an Introduction by

ANNETTE HOAGE PHINAZEE

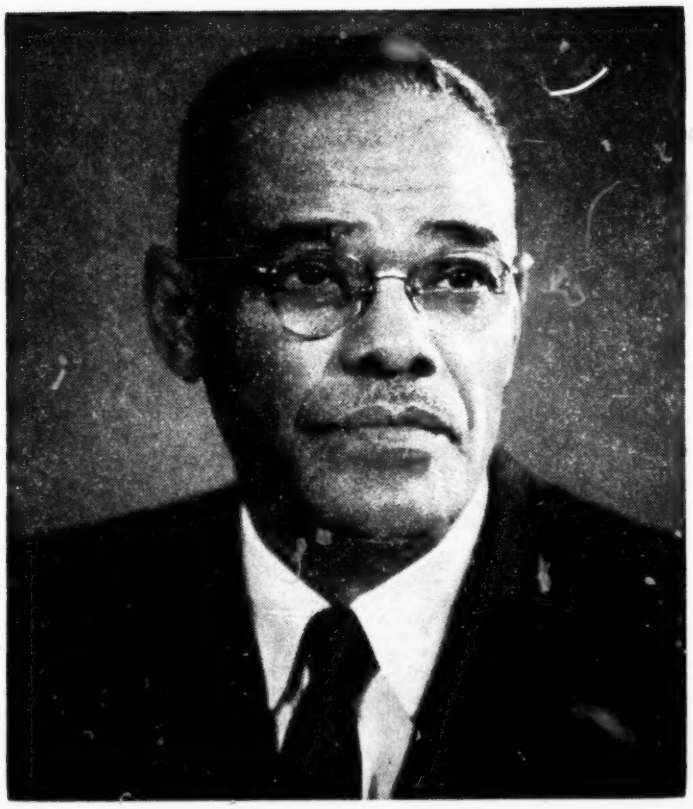
Atlanta University

School of Library Service

1968

Conference Leaders. Seated: Ella McCain, Katherine Baxter, Kay Hocking, Cornelius Troup, Frances Pauley, Sister Maureen. Standing: Doris Willingham, Margaret Walker, Randolph Sailer, Augusta Baker, Patricia Johnson, Mary Cleveland, Dorothy Broderick, Clishy Eagleston, Don Bender, George Woods.

In Memoriam



RUFUS EARLY CLEMENT
1900 - 1967
President of Atlanta University
1937 - 1967
Founder of the School of Library Service
1941

". . . He has bequeathed to the faculty, staff, and students of Atlanta University courage, boundless hope, a greater faith, and a challenge. . ."

Thomas D. Jarrett, President
Atlanta University

Authorization for this Conference was his last contribution to librarianship. The Conference schedule was adjusted to enable participants to attend his funeral services at 1 p. m. on November 11.

CONFERENCE COMMITTEE

ATLANTA UNIVERSITY

SCHOOL OF LIBRARY SERVICE

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Introduction

A grant from the Rockefeller Foundation has made it possible for the Atlanta University School of Library Service to sponsor conferences, institutes, and other meetings that will contribute to the improvement of libraries.

The stimulus to sponsor this particular conference was an article in the February, 1967 issue of the Georgia Council on Human Relations' *Program Highlights* which urged readers to study existing conditions in their communities and help to "free Southern students from educational materials that perpetuate past stereotypes."

An initial assumption that this was a novel opportunity to make a contribution was dispelled when records of the Commission on Interracial Cooperation that are deposited in the Trevor Arnett Library of Atlanta University were examined. The conference on Education and Race Relations held at George Peabody College for Teachers in Nashville, Tennessee, August 3-4, 1933, appraised the situation frankly and made recommendations that are appropriate today. *School Books and Racial Antagonism,* by R. B. Eleazer summarizes an extensive study of conditions in 1934. During the same year Ullin W. Leavel wrote a report for the National Education Association Committee to Cooperate with the National Association of Teachers in Colored Schools. Cornelius V. Troup's thesis at Atlanta University on "Negro Culture-Content in the State-Adopted Textbooks of Georgia" was completed in 1937. No attempt will be made here to make an exhaustive review of the literature on this subject, but the examples above are ample evidence that for at least thirty-four years there have been efforts by educational and civic leaders to make available to all children in Georgia materials that reflect truthfully and realistically the contributions of the Negro to life in the United States.

Obviously, the goals set in 1933 have not been reached. Current interest in revealing the true image of the Negro and in motivating him to achieve his potential make it imperative for

contemporary leaders to work more rapidly and effectively. Specifically, the purposes of this Conference were:

1. *Ultimately*

   To make available to *all* children in Georgia materials that reflect truthfully and realistically the contributions of the Negro to life in the United States.

2. *Immediately*

   a. To identify desirable materials with which to educate the Georgia child.

   b. To devise ways of making these materials an integral part of Georgia's educative process.

The pattern followed in organizing this conference to work toward accomplishing the immediate objectives was to begin with the historical, national perspective and proceed to the contemporary, local situation. The historical, national view is given by John Hope Franklin. Cornelius V. Troup recreated the environment in which he analyzed Georgia textbooks in 1937 and made the transition to the present. Kathleen Wood and Mary Cleveland have provided brief analyses of the current Georgia lists of textbooks and library books. Thorough studies are needed and it is hoped that these surveys will encourage such investigations — they were the sources of lively discussions during the conference.

Leaders of the groups were chosen for the wealth of knowledge and experience that they could impart, but they were asked to generate as much group participation as possible. Materials displayed by publishers, Randolph Sailer, Katherine Baxter, and the School of Library Service contributed toward a realization of what is available. Group expression, with skillful guidance, was emphasized during the entire conference.

A complete, verbatim record of the proceedings is not presented here. The record of the group discussions is limited to summaries which were presented either by leaders or by recorders.

No effort was made to have the entire conference reach consensus on recommendations or future plans and none developed extemporaneously. The major accomplishment appears to be that of providing an opportunity for a group of individuals who are

concerned about a serious problem to receive information, exchange ideas, and begin to develop solutions.

An article by Paul Ryan, Education Editor of *The Atlanta Constitution,* gives a summary of conditions in Georgia approximately one year after the conference was held and it is reproduced in Appendix C. Atlanta leads in making progress, as might be expected, but "school systems in the state still have a long way to go."

In May 1968 the Atlanta Public Schools released bibliographies for their school and professional libraries that are worthy of examination by any who aspire to expand their acquisition of materials in this area. Katherine Baxter, a participant in the conference, has also published a list entitled *The Black Experience and the School Curriculum* which is available from the Wellsprings Ecumenical Center, 6380 Germantown Avenue, Philadelphia, Pennsylvania 19144 for two dollars.

The Conference Committee is grateful to the Rockefeller Foundation; The Georgia Council on Human Relations; the publishers; the speakers, discussion leaders, and recorders; the Atlanta University Administration; and the students of the School of Library Service who cooperated to make the conference a success.

Annette Hoage Phinazee
Chairman, Conference

PROGRAM

Friday, November 10, 1967

7:30 p.m. Registration. Dean Sage Hall Auditorium Lobby.

8:00 p.m. Opening Session. Dean Sage Hall Auditorium.

Presiding: Virginia Lacy Jones, Dean,
School of Library Service, Atlanta University

Address: "Educational Materials Pertaining to Negro Americans"

John Hope Franklin, Chairman, Department of History, University of Chicago

Discussion Period

Saturday, November 11, 1967

9:00 a.m. Second Session. Matador Room, Paschal's Motor Hotel.

Presiding: Mary Louise Cleveland, Assistant Professor, School of Library Service, Atlanta University

Panel: "Information Pertaining to Negro Americans in Textbooks and Library Lists in Georgia"

Cornelius V. Troup, President-Emeritus,
Fort Valley State College

Frances Pauley, Former Executive Director Georgia Council on Human Relations

10:00 a.m. Coffee Break

10:30 a.m. Third Session. Matador Room, Paschal's Motor Hotel.

Presiding: Cleopatra Johnson, Resource Librarian, Atlanta Public Schools.

Group Discussions: "Identifying Desirable Materials"
Criteria for Judging Materials

Leader: Augusta Baker, Coordinator of Children's Services, New York Public Library

Recorder: Thelma Freides, Associate Professor, School of Library Service, Atlanta University

Titles Recommended Highly

Leaders: George Woods, Editor of Children's Books, New York Times

Doris Willingham, Coordinator of Instructional Materials Center Development, Atlanta Public Schools

Recorder: Patricia McKenzie, Instructor, Division of Librarianship, Emory University

Titles Not Recommended

Leaders: Randolph Sailer, Swarthmore, Pennsylvania
Ella McCain, Librarian, Wenonah High School, Birmingham, Alabama

Recorder: Carrie Robinson, Alabama School Libraries Consultant

Topics, Types of Materials Needed

Leaders: Dorothy Broderick,
Associate Professor, School of Library Service,
Case Western Reserve University
Margaret Walker, Georgia State Library Consultant

Recorder: Ozie Adams, Librarian,
Atlanta Public Schools

12:30 p.m. Lunch. Sherwood Room, Paschal's Motor Hotel.

2:00 p.m. Fourth Session. Matador Room, Paschal's Motor Hotel.

Presiding: Sister Maureen, Librarian
St. Pius X Catholic High School, Atlanta

Group Discussions: "Making Material Accessible"

In the School

Leaders: Katherine Baxter, Chairman
Education Committee, Fair Housing Council of
Upper Merion, Pennsylvania
Don Bender, Teacher, Atlanta Public Schools
Clishy Eagleson, Resource Teacher,
Atlanta Public Schools

Recorder: Jean Moister, Assistant Professor,
Division of Librarianship, Emory University

In the Library

Leaders: Josephine Thompson, Assistant Professor,
School of Library Service, Atlanta University
Beatrice Young, Director of Education Services,
Illinois Commission on Human Relations

Recorder: Ella McCain, Librarian,
Wenonah High School, Birmingham, Alabama

In the Home

Leaders: Faith Hemphill, Librarian,
Atlanta Public Schools
Kay Hocking, Atlanta

Recorder: Laura Lewis, Branch Librarian,
Union Street Library, La Grange, Georgia

5:30 p.m. Dinner. Sherwood Room, Paschal's Motor Hotel.

7:00 p.m. Fifth Session. Matador Room, Paschal's Motor Hotel.

Presiding: Annette Hoage Phinazee, Professor
School of Library Service, Atlanta University

Group Reports

Significant Factors in Selecting and Rejecting Materials.
Augusta Baker

Topics, Types of Materials Needed.
Dorothy Broderick

Methods of Increasing Accessibility
Jean Moister
Ella McCain
Laura Lewis

Summary

Annette Hoage Phinazee, Professor,
School of Library Service, Atlanta University

Greetings

VIRGINIA LACY JONES
Dean, School of Library Service
Atlanta University

Since its establishment in 1941, the Atlanta University School of Library Service has been especially interested in the availability through libraries of good literature by and about Negroes for all segments of the population. Attention has been given in the school's program to the selection, acquisition and organization of these materials. We have been particularly concerned about having Negro children to read these materials to acquaint them with their own culture and racial background so that they can take pride in it. We have been equally concerned about making these materials available to children of other ethnic groups so that they can acquire knowledge and develop appreciation for the Negro's contribution to our society. It seems logical that by dispelling ignorance on the part of all segments of the school population relative to the Negro's history, achievements, and problems, that a significant contribution could be made toward better race and human relations.

In October, 1965, Dr. Annette Phinazee directed an institute on "Materials by and about Negroes" which was concerned with a broad scope of materials ranging from children's books to scholarly works and manuscripts for research. The participants of this institute made a number of recommendations relative to the development of collections, the compilation of bibliographies, and the promotion of the writing and use of materials by and about Negroes. A committee was appointed to implement the recommendations of the institute participants. The committee was of the opinion that it was important to begin working in the area of books and related materials for children and young adults; therefore, the first project was the compilation of a *Bibliography of Materials by and about Negro Americans for Young Readers* which was completed in February, 1967. This conference represents another project designed to implement the committee's recommendation as it focuses attention on making available materials that will convey a true and objective picture of Negro Americans to the school children of the state of Georgia. Since this

interest coincides with that of the Georgia Council on Human Relations, Mrs. Frances Pauley of the Georgia Council and Dr. Annette Phinazee, collaborated in the planning of this conference.

The problem of the availability of materials by and about Negro Americans is one of concern in other Southern states and we are pleased to have representatives from neighboring states to participate in this conference in the hope that they will plan similar ones in their states. On behalf of Atlanta University I wish to welcome you, the Georgia participants, and our consultants and speakers to this conference which we hope will be significant in planning future action that will result in Georgia's school children acquiring information and developing wholesome attitudes that will ultimately lead to better race and human relations.

We are indeed most fortunate to have as our keynote and opening speaker Dr. John Hope Franklin, Professor and Head of the History Department at the University of Chicago. Dr. Franklin is a native of Oklahoma who received his bachelor's degree from Fisk University and his master's and Ph.D. degrees from Harvard University.

He has done post-doctoral research as the recipient of grants from the Social Sciences Research Council and from the Guggenheim Foundation. He has served as Resident Fellow of Bryan University and has taught at Fisk University, North Carolina College at Durham, North Carolina, and Brooklyn College in New York, and has served as instructor at Harvard University, the University of Wisconsin, at Cornell University, the University of California at Berkeley, and the University of Hawaii.

He has also been a visiting lecturer at the Salzburg Seminar in American Studies in Austria and the Seminar in American Studies at Cambridge University in England. He participated in the Tenth International Congress of the Historical Sciences in Rome, Italy. He represented the American Council of Learned Societies at the centennial observance activities at the University of Calcutta in Bombay, India. In 1960 he was a Fullbright Professor at several Australian universities and during that year went to Nigeria for the State Department to study higher education in that country.

Dr. Franklin has written a number of books among which are, *The Free Negro in North Carolina from 1860 to 1870; The Civil War Diary of James T. Ayres; From Slavery to Freedom, A History of the American Negro,* and more recently he has collaborated with John H. Caughery and Ernest R. May, in writing an American history text book titled *Land of the Free*: *A History of the United States* which was published by Benziger Brothers, Inc., in 1966. This text book is unique in that it presents objectively and in the proper prospective, the contributions of minority groups to American history, and has thereby created controversy in some states in becoming approved for use in public schools.

For fifteen years Dr. Franklin has served on the editorial board of the *Journal of Negro History*. He holds membership in a number of national and international scholarly societies. We are greatly privileged to have Dr. Franklin with us on this occasion and I am pleased to present him to you.

Educational Materials Pertaining to Negro Americans

JOHN HOPE FRANKLIN
Chairman, Department of History
University of Chicago

Thank you Dr. Jones, members of the conference and members of this University community. When I arrived in Atlanta two nights ago, I was struck with how rapidly time flies. It seemed only yesterday that the late William Dean came and tapped me on my shoulder as I was studying in the Harvard University Library and told me that my namesake had passed away. I remember now that it wasn't just yesterday, it was more than thirty years ago.

When I arrived here on Wednesday, someone tapped me on my shoulder and told me that Dr. John Hope's successor had passed away. And it is certainly impressive to the historian that time passes so rapidly. And yet one is also impressed with what can be accomplished and with what *is* accomplished in so short a span as thirty years. And what I have to say this evening in my humble way I choose to dedicate to the memory of my dear friend and a friend of all of us, Rufus Early Clement.

I think it is virtually impossible to exaggerate the heightened interest that has been manifested in this past generation in the study of the Negro American. One important reason for this is the manner in which the social sciences themselves have matured in this field and the way in which they have assumed the responsibility for studying human beings wherever they are and whoever they are, and applying to them that objectivity that happily has become the hallmark of the social sciences within this past generation.

The result of this approach to the study of human behavior has been the remarkable erosion of the concept of Negro inferiority that flourished in this country for several centuries. The Negro has at long last become a legitimate and respectable subject of scientific inquiry. One saw this development very definitely when the Carnegie Corporation more than twenty-five years ago sought to employ the talents and the experiences, and the skills, and the knowledge of a vast array of social scientists in this

country and abroad, and asked them to apply these talents and skills to the scientific study of the Negro.

It was not merely that the findings that came out of these studies would result in a new view of the Negro American, but also that this was itself a significant recognition of the manner in which the techniques of the social scientist could be applied to very pressing and urgent questions and could suggest at least some avenues along which Americans should move if they would solve these problems.

Now despite the fact that this marked a turning point, so far as the scientific study of the Negro is concerned, it should not be concluded that this was the first time Negro Americans were being studied seriously. For despite the fact that the early studies have been largely ignored, they have been going on for many many years. One must remind himself that more than eighty years ago the first serious history of the Negro American was written. For the time being, at least in his own lifetime, the work of George Washington Williams was taken seriously. From the time in 1833 that he published his *History of the Negro People in America From 1600 A.D. to 1900 A.D.,* he was dubbed "The Black Bancroft" which at least in the late Victorian years was a compliment. He was a man who had caught the spirit not only of America but of the new learning and had combined these two things to produce a remarkable work that was widely read for the next several decades.

And then there was E. A. Johnson, a young Negro teacher in Raleigh, North Carolina, who in 1891 published his *School History of the Negro in the United States,* and in the preface of his *School History,* Johnson remarked that he had himself been a teacher of United States history in the public schools of Raleigh for more than a decade and he was impressed with the fact that although he had taught history for that period of time and he had used textbooks that had been prescribed by the state and by the city, nowhere in the textbooks was there anything that suggested that the Negro had been a participant in the historical development of the United States. And he said, "How very sad must a little Negro child feel to go through an entire course of the history of the United States and not hear one remark that was at all favor-

able regarding the role that his people had played in the history of the United States."

Johnson might well have remarked that the impact on the white child must have been equally remarkable as he studied those same books and came to the conclusion that only *his* people had played an important role in the historical development of the United States.

Group in attendance at the First Session. On platform: Dean Virginia L. Jones, Dr. John Hope Franklin.

These two people, Williams and Johnson, made their mark on American historiography despite the fact that for the time being they were themselves voices crying in the wilderness. But there was hardly any time in the late nineteenth century and in the early part of the twentieth century when Negro Americans themselves were not fully conscious of the fact that on the one hand they were being neglected by those who were writing the history of the United States, and on the other hand that their people were indeed playing important parts and had played important parts. It was Negroes themselves who assumed the responsibility for telling the story as it was and impressing upon all Americans who

would listen the fact that the story of America was the story of all of its people.

This is what Dr. W. H. Crogman was trying to do here in Atlanta in 1902 when he wrote *The Progress of a Race,* and several years later wrote, *A New Progress of a Race.* What Crogman and a large number of Negro writers just at the turn of the century were trying to do was to prove to America that despite the fact that the Negro was himself at perhaps the lowest point in the esteem of America since the Negro arrived in the seventeenth century, this was a misrepresentation of the Negro's position and he should be held in higher esteem.

This is what W. E. B. DuBois was trying to do when he began the Atlanta University Conferences here in the early part of the century and sought to provide all of America with material pertaining to the Negro. As a result of those conferences there were published monographs on the Negro church, the Negro common school, Negro artisans and other aspects of Negro life. One might say that it was a remarkable expression of the faith that DuBois and John Hope and the others who participated had in the willingness of America to accept the truth. They felt that if they provided information regarding the activities and role of the Negro American this country and its people would be fair enough to accept the facts, and as a result by accepting the facts, to accept the Negro as an important part of the American scene.

Despite the fact that there was this strong hope expressed by DuBois and others in the efficacy of education, it remains that they were themselves voices crying in the wilderness and to a considerable extent they were manifesting a kind of naiveté. But what Williams, and Johnson, and Crogman, and DuBois, and others had done in a rather *ad hoc* fashion Carter Woodson undertook to do when he organized in 1915 the Association for the Study of Negro Life and History, and a few years later founded the *Journal of Negro History*.

As a result of efforts of this Association and the editing of the *Journal* there was provided now for the first time an ongoing systematic body of information regarding the Negro and his history both in this country and in other parts of the world. And certainly all of these developments, and particularly the found-

ing of the Association and the *Journal,* had a profound effect upon stimulating the growth and interest in studies of the Negro.

And when the Carnegie study came along many years later those who made it could fall back on a great body of knowledge that had already been accumulated. With the new interest that was manifested in the 1940's it was possible to use this body of knowledge in a way that all Americans, if they wished to do so, could see, read and perhaps understand.

It was indeed the joining of these two strains of activity - the individual approach and the organizational approach which has I think, in more recent years had a profound effect on the increase in the study of the Negro. One cannot look at what is happening at the present time in this area without paying tribute to these pioneers and giving them full credit for what they did. In a remarkable way they maintained the interest that later was passed on to others who would not only take up where they left off but who would then increase the knowledge and project it it to many other Americans.

At the present time one is impressed with the fact that virtually every major society in the area of the social sciences and virtually every learned and popular journal in the field of the social sciences and the humanities shows a deep interest in Negro studies. Sociologists, anthropologists, economists, psychologists, historians, students of literature and devotees in other areas have devoted an enormous amount of attention and energy within the past decade to increasing our knowledge of the Negro in this country and in other parts of the world.

At the present time I am attending a meeting — the annual meeting of the Southern Historical Association in Atlanta — and as one looks over the program he is impressed with the fact that at the various sessions that are scheduled for yesterday, today and tomorrow no less than seven of them are given over almost exclusively to a study or to a discussion of the Negro American in some aspect of his development. In many other sessions, even where it is not clear that the Negro is the subject of discussion, he comes in for infinitely more consideration and attention than would have been the case a decade ago.

As one looks at the learned journals that are published by

The Southern Historical Association and many other organizations in the United States, one discovers that there are in almost every issue some articles or items that are for the purpose of illuminating our knowledge of the Negro in American life. So that this early strain of interest that was carried forward from the last century and into this century is now joined by a new strain of interest that adds to the earlier one. Thus, time gives legitimacy and respectability to the subject. This, in turn, has the effect of commending it to a much larger segment of American society than earlier had been concerned with it.

But one must also give credit to what we may call the Civil Rights Revolution itself; for this movement has had its own way of stimulating and increasing interest in virtually every facet of American life — of Negro American life both present and past. The leaders of this Revolution contend that it is not possible to assess with any degree of intelligence what the Negro's place should be in the present without a firm understanding of what his place has been in the past. Perhaps no single instance gave stimulus to this realization more than the Supreme Court of the United States itself, not in a decision that it handed down, but in questions that were propounded by the Court as it made its decision in the celebrated school segregation cases.

When the Court came before the public in the spring of 1953 it said that it could not hand down a decision in the school segregation cases at that time because it needed to know more history about the place, and the status, and the role of the Negro in American life than it knew at that time. And so when the Court asked the lawyers and the social scientists about the status of the Negro in the United States at the end of the Civil War, when it asked what the intention was of the framers of the Fourteenth Amendment regarding the place of the Negro in American life, it stimulated a whole series of studies and raised a series of questions about the history of the Negro American not only in the more recent years but indeed in the earlier years of his existence. And not only were there these questions raised by the Court and answered to the best of their ability by the lawyers on both sides of the controversy, but there were also new and perhaps even more

pertinent questions that have been raised by those who have been interested in the Civil Rights Revolution since that time.

Indeed new questions have been raised about the background of the polarization of the races in the United States. Where did it begin to polarize? How did it develop? What is the basis for the development of the ideology of white supremacy? How old is it? Does it antedate racism in Europe? What is the relationship between it and the racism of South Africa? What about the other problems that have to do with the status of human beings in this country and in other parts of the world?

The answers to these questions have been sought by students of sociology and psychology and students of the history of the Negro American. There are those who are interested in related problems — the psychological problems relating to the Civil Rights Revolution. The problem, for example, of self-hate of the Negro American. How did it come about that the Negro American had no identity of his own? How did it come about that he lost his own heritage? How did it come about that he was dragged somewhat unwillingly into the orbit of the white man's values and so forth? How is it that he does not have the sense of security that comes from a knowledge of his own past and of his own institutions? These are some questions the answers to which have been stimulating a greater interest in the Negro American's past. And these questions also had the effect of stimulating a new kind of presentation of the Negro to all America.

There are the young scholars working on their doctoral dissertations on slavery, on the urban Negro in the twentieth century, the Negro professions, the Negro in politics, the Negro in industry and the Negro in virtually every other phase of American life. They are coming up with some remarkable findings. Then, as a result of these activities, there is an enormous amount of writing and publishing in the field of the various phases of Negro American life. There are many compendiums, many volumes and many cooperative works. Witness, if you will, the large number of bibliographies that are coming out that bring together the mass of information about the Negro American.

I was impressed with the checklist we received at the door this evening, the very rich display of material on the Negro and the bibliographies. There are those that are published, too, such as Erwin Welsch's, *A Negro in the United States, A Research Guide,* and Elizabeth Miller's *Bibliography of the Negro* published a year ago by the Harvard University Press. And in Chicago there is such wide and intense interest in the history of the Negro that one of the most ardent workers in the field is a very wealthy mortgage banker with his office down in the Loop on LaSalle Street — that's the second city's Wall Street — and he uses all of his spare time working on bibliographies of the Negro. He says that since he himself is not a trained person he cannot trust himself to write on the subject, so he tries to collect the material and to make it available to others. At times he just gives away books and at other times he sells books at cost. But he thinks that his most important contribution in this field is what he calls his *Layman's Guide to Negro History*. Irwin Salk in that way has made his own contribution.

And then there is the work called the *Ebony Handbook* that is published by the Johnson Publishing Company in Chicago. These bibliographies and compendiums and handbooks do a great deal to point attention to the enormous amount of work that is going on in the field. As a result of this interest, all of us have seen, within the past few years, the emergence of the new series of works. There is the Negro Heritage Library published by a company in New York. There is the new series that is being sponsored by the Association of the Study of Negro Life and History. There are other series such as the Zenith series of Negro children's literature published by Doubleday and Company in New York and the Library of Negro American Biography and Autobiography to be published next year by the University of Chicago Press. There are also the cooperative works that represent the contribution of individual scholars to large volumes or series. I need only to mention the *American Negro Reference Book* and the studies that have been sponsored recently by the American Academy of Arts and Sciences, which was able to tap the talents and resources and the skills and experiences of a large number of scholars in various parts of the world. They have produced two significant volumes. One,

The Negro American, published first, and the fall and winter issues of *Daedalus,* a magazine that is the official journal of the American Academy of Arts and Sciences. It was later published as cloth and paperback volumes under the editorship of Kenneth Clark and Falcott Parsons and entitled *The Negro American.*

When the American Academy of Arts and Sciences saw that the problem of race was by no means confined to the United States, it proceeded to study the problems of race in other parts of the world. As a result of a conference first planned in Paris in September of 1964 and held in Copenhagen the following September, there emerged this past spring a volume of *Daedelus* which gives an entirely new dimension to the question of race and color, for it deals with the question not only in the United States but in Latin America, and Asia, and Africa, and Europe. There is, perhaps, nothing so revealing and depressing about the question of race, as listening to a series of papers, as I had the privilege of doing in Copenhagen, and realizing that there are color distinctions in Japan among the Japanese and in Latin America among the Latin Americans, that there are color questions not only in Africa but in Asia and, of course, in various parts of Europe. And it gives a new dimension to the problem of race and color. And while it is not at all conclusive, it is, of course, informative and educational to realize that the question has dimensions that certainly transcend national boundaries.

One of the things that impresses me as I review the material on the Negro American today is the fact that we also have a considerable number of surveys, or syntheses, or general histories of the Negro. Some thirty-odd years ago one was hard put to find more than one general history of the Negro American, and almost everyone turned to the work by Dr. Carter G. Woodson that had already gone through several editions and was called *The Negro in Our History*. And although that was itself an heroic and remarkable job, within a short period of time after World War Two, other scholars began to work in the field. Now it is possible to look at the history of the Negro American, not merely from the straight interest that was manifested by Dr. Woodson, but from other angles and other points of view that can be seen in the new surveys, the new synthe-

ses, such as Quarles', *The Negro in the Making of America,* and Meier and Rudwick, *From Plantation to Ghetto,* and Logan, *The Negro of the United States.* There are many others that we have seen and we shall see pouring forth from the presses in the next several years.

The monographs that have appeared and that are continuing to appear in these years are too numerous to mention in detail. It is enough to say that thanks to the efforts of the scholars in every area and every discipline, we are getting monographs that deal with every aspect and every phase of Negro life ranging from Clark's, *The Dark Ghetto,* to Thompson's, *Negro Leadership.* These monographs are themselves indications of the increasing maturity on the part of American scholars regarding the problems that are related to the Negro in American life. In addition there are the personal testimonies of the people who have been personally involved in the struggle of the Negro to improve his status in American life.

There are the works of the action-oriented people, such as John H. Griffin, whose *Black Like Me* was a work that caught the imagination of large numbers of people. There is the *Diary of A Sit-In* by Merrill Proudfoot, who was the first writer to detail the experiences that he had as he sat in. And while these were the works of the experiences of white action-oriented writers there are, of course, the works of the Negro action-oriented writers ranging from *Why We Can't Wait* by Martin Luther King Jr., through *The Fire Next Time* by James Baldwin.

It is one thing to have material provided by the articulate and thinkable elements in the scholarly and intellectual community; it is another thing to transpose these works into the kinds of material that will be made available and will be effectively used by old and young who seek diligently to learn more about the Negro, his past and present. And so the implementation of the objectives of providing more information at the level of learning has been the task of the librarian and the teacher as well as the scholar and writer. This undertaking itself has been a significant part of the whole movement to elevate the Negro to a place of greater esteem in American life. Civic and civil rights organizations have increased enormously

and have intensified the demand for the kinds of materials they could use as they formulate their programs for the future.

It is interesting to observe in this connection that even state legislatures and city councils have taken cognizance of this growing interest and have passed resolutions and, in the case of mayors, have issued proclamations calling for a greater attention to the study of Negro life and history and the greater dissemination of information that would illuminate the matter. Civil rights organizations have demanded that the old material that seems to indicate that the Negro has no place in American life be discarded in favor of new, and better, and more favorable presentations. I remember so well getting a call from the head of the Social Science Curriculum Laboratory of a certain eastern city and she said, "I wonder if you can come up right away." And I said, "What is it?" She said, "I want you to talk to the social science teachers about the way in which we can implement the teachings about the Negro in our schools." I said, "Well, I'll be glad to come if I can arrange it." She said, "You've got to arrange it." I said, "Well, now wait. Why?" She said, "They are picketing the Board of Education now and we've got to do something right away. Otherwise we don't know what might happen." For the first time I felt that even an historian might get some firsthand understanding of the physician who is called in the middle of the night to treat an emergency case.

There is a growing interest on the part of those who do work in the field, the serious students who dig up the findings and present the new approaches. They themselves have a burning desire to see to it that their findings are disseminated. They have their own way of bringing pressure upon various agencies of the community that have the power to facilitate the ways or means of getting the materials before the public.

All of this has resulted in the emergence of a large body of material that is at long last becoming available to our schools and our school children. As one surveys these materials one is impressed with the resourcefulness and indeed the ingenuity of the various persons who have persisted in efforts to make these materials available. I am not as familiar with what goes on and how it is done at the lower school as I am at the

upper level, but I have been impressed with what I have found in examining even the materials at the very lowest levels: the kindergarten and the early elementary school levels. I remember when I was still living in New York and when this movement was just getting underway, one of my neighbors who was a member of the curriculum laboratory of the New York Public Schools came rushing into our home one evening on her way from work to show us some new drawings that had been made for the kindergarten children. She said, "Isn't this wonderful?" I looked at the drawings and I said, "Well, yes, but I don't quite know why you think it's wonderful." And she said, "This is an historic day in the curriculum laboratory of the Board of Education of the City of New York." I said, "What did they do?" She said, "Look at that picture." I still didn't understand. And she said, "Don't you see that some of the children on this picture are painted colored?" I said, "Yes." She said, "You realize that this has never happened before, that all of the children in the illustrations in all of our materials in the schools of New York have been white." And I did then appreciate the historic moment.

After it had been explained to me, I appreciated the fact that before 1964 the children in New York had identified themselves, whether they were Negro, or white, or yellow, or black, or what have you, with the pictures of white children in the books, if they identified at all. The same thing could be said for some of the readers at somewhat higher levels. Some of you may remember that a certain publisher disseminated for use in Southern communities editions of books that contained only white children, while making a gesture toward integration in Northern communities by distributing editions in which some of the children's faces had been painted brown!

But perhaps the most significant thing that has happened at the level of the local schools curriculum committees or laboratories, particularly in the larger cities, has been the pressure brought to bear by parents' organizations and civil rights groups. At their insistence, these curriculum committees and laboratories have provided the children with many materials which illuminate the local scene and which tell about the local community both past and present. For example, Chicago has

at long last begun to do something about Jean Baptiste Point de Sable who, after all, was the first settler of Chicago and who happened to have been a Negro.

Baltimore has done more about Benjamin Banneker in recent years. Philadelphia has at long last given credit to Richard Allen for making a substantial contribution to the development of religious and civic pride and independence in that city. And Boston has paid some attention in recent years, not merely in terms of a plaque, but also in terms of subject matter, to Crispus Attucks. New York, Kansas City, St. Louis, and San Francisco have given attention to the current leaders of the local community and thereby have undertaken to stimulate pride and some means of identification on the part of the young Negro children as they study about the citizens of their own communities.

The junior high and secondary schools have had the greatest challenge for it is at this level that the social studies become significant and important in terms of content. Not only has there been an increase of interest in the improvement of materials in the secondary schools in general, but there has also been a recognition of the problem that is, I think, nationwide. This is the problem of the disparity between the chronological age of many students on the one hand and their reading ability on the other. Only by having subject matter that is exciting and relevant and that is written somewhat on a lower reading level can such students be challenged. Some materials are especially designed to capture the imagination of the young teenager despite the fact that he or she might not have a level of reading competence that is commensurate with his or her age.

Some publishers recognize this in a very real way by producing books directed to this particular group. Most notable among the publishers who have done this, I think, would be the Zenith series of Doubleday and Company, containing such volumes as *A Glorious Age in Africa, Pioneers and Patriots, Worth Fighting For,* and other volumes. Nine such works have been produced up to the present time. Various other companies have produced motion pictures and filmstrips that look toward the stimulation of interest in these particular areas. The most serious problems facing the producers of educational ma-

terials regarding the Negro are to be found under the general heading of integration and acceptance. The problems of integration of materials is as serious in many ways as the problem of the integration of our society as a whole.

The pressures of civil rights advocates and of many of the parents has been in the direction of insisting on the creation of materials that focus attention entirely on the Negro. They want materials on the Negro in American life, and the Negro in American history, the Negro in our communities and so forth. While this would of itself redress the balance and fill the gap it would at the same time create problems with regard to acceptance, for there would be the strongest possible objection on the part of some whites to the introduction of courses dealing exclusively with the Negro in American life. And so the problem of integration then becomes a most serious one and it is the one which I think in the long run must be solved. For although we all would advocate the increase in the availability of materials regarding the Negro in American life, I think we would be somewhat remiss if we did not recognize the dangers that arise from the introduction of large amounts of educational materials that themselves might not assure proper balance and understanding.

It would seem then that as we view our material and as we rejoice in the riches of them, we must recognize the dangers of distortion and overemphasis. And only by studying the history of the United States as a whole can we have a balanced understanding, and only when we have an integrated study and teaching of the subject can we be safe against distortion. For this certainly would avoid distortion and overemphasis.

I would not be very happy if my children, who did not know very well the history of the United States, were fed a diet of the revolution which only told us a great deal about Crispus Attucks, and Peter Salem, and Phyllis Wheatley. For after all there were some other developments between 1770 and 1783 which ought to be taken into consideration. I would be unhappy if our own people studied World War One merely from the point of view of the battle of Henry Johnson and his gallantry and his failure in the face of it, to win a Congressional Medal of Honor. The story of World War One and of the Negro's

part in it might best be understood by talking about the way in which the Negro troops were segregated from the rest of the United States Army.

The danger of distortion and overemphasis is important, but one must also consider the fact that it would not be possible to get the true story of America where the story needs most desperately to be known unless it were provided in a general and integrated setting. For if we enjoy the teachings of the history of the Negro at Booker Washington High School, at Benjamin Banneker Junior High School or at Phyllis Wheatley Elementary School it still will not be studied in the all-white schools of the city. And these underprivileged and culturally deprived young people in the white ghettoes and white suburbs also need to know something about American history. We would hope that the better view of the history of this country would be achieved if we are to have some kind of integration.

Now there are several possible ways of doing it and I can discuss them in terms of the ways in which they have been attempted. There have been three major ways in which we have sought in past years to integrate the history of the United States. One has been by a supplementary approach that was adopted after the Civil Rights Revolution began. A number of school systems in the United States, sensitive to the demands of civil rights leaders, undertook to provide additional material on the Negro in the regular courses in history and sociology in the high schools and junior high schools. They frantically created teachers' handbooks and various workbooks that informed the teacher that on a certain day at a certain time you could add this about the Negro. This was done in several large city systems. Some of you have seen these supplementary books or teachers' aids.

Of course this was at best a kind of stopgap to stop the picketers, as it were, and to buy time for another arrangement. But these materials gave teachers an option which they perhaps were not entitled to. They could use the materials or not use them depending on their energies, their interest in their fields, or their professional attitudes. I need not tell you that there are teachers who, even if they have the interest and the desire, may not have the energy to revise their own teaching

methods. Therefore, they follow the line of least resistance and just don't bother. This does not in any way rectify the evils that attend a separation of the history of our country into white history and black history. And at best, therefore, this could be good only as a temporary arrangement. Only when the student in the library and in the classroom already has a broad and integrated view of the present and the past and wants to learn something more about some aspect of it is such an arrangement effective and successful. Only after they have an adequate working knowledge of the subject can the supplementary material be wisely and effectively used.

Another approach that makes possible an increase in the materials on the Negro is the revision of texts to take into consideration the history of the Negro. This is accomplished by adding new materials, putting in some pictures, rewriting or adding paragraphs, etc. Those of you who know the materials in the secondary schools must have seen many of these revised texts in recent years. The publishers have been very zealous in their efforts to revise their texts in order to keep the market that they already enjoy. So they have added pictures of Booker Washington, and Marian Anderson, and George Washington Carver and many others.

In addition they have added new material, even new paragraphs on Negroes. But the danger in this is that if you add a paragraph at the end of a chapter and keep the old contents you run the risk of "letting your slip show" and of really undermining whatever integrity there was in what was essentially an honest, one-sided textbook. I saw one not long ago that was a rewrite job. I read the chapter on Reconstruction. The chapter on Reconstruction was just the same all the way through. It would have been rather expensive to rewrite and reset the whole chapter. So it ran something like this: the South was overrun by carpetbaggers, and scalawags, and Negroes who introduced every kind of dishonesty and graft and corruption. It set the South back many, many decades and then it talked about the ignorant Negroes and the dishonest Negroes and so forth. At the end of the chapter there was a paragraph saying that Negroes in the Reconstruction were upright and honest — and there were two senators from Mississippi, both of whom

were fine educated gentlemen. You get that kind of contradiction that can be extremely disquieting, even to uncritical young students.

Such "revisions" present the danger of appearing as an afterthought. One of the most widely used eighth grade history books in the United States today is one which has the Negro as an afterthought. And how late can you think about him? It is a revision, which appears after the text has ended, after the textual matter has been concluded, after the Declaration of Independence, after the Constitution, after the index. The text includes a chapter entitled, "America in the Sixties"; the revision begins with a discussion of the Emancipation Proclamation. Well, that was the sixties to be sure. This is the kind of thing that you run up against as you examine and look at the materials that are available now.

Then of course the third approach is the new textbook — an entirely new job — that involves new approaches and new assumptions, that drops the old clichés about the Negro in the slave period, the Negro in the later periods, and recognizes from the beginning to the end the fact that the Negro is a normal human being and treats him in precisely that way. It is a work that recognizes the fact that for better or for worse, by choice or not by choice, the Negro's presence and his activities in this country have affected every aspect of American life.

Now, you cannot have this kind of textbook, you cannot have this kind of material, whether it is a text or not, without approaching the history of the United States most critically and this is the most disquieting aspect of this. You cannot talk about the Revolution in an honest forthright manner unless you talk about the fact that George Washington did not want to use any Negroes in the Revolution; that not once but twice, his Council of War issued orders against their use. And every American child who studies the Revolution, in order to guard against getting a distorted view of the way in which America looked at its own problem of independence and problem of freedom, needs to know this.

This approach involves also a critical approach to the ques-

tion of slavery. It is amazing when we look at our materials at this level how little is done about slavery. How many high school textbooks, how many junior high school textbooks, have a critical and full examination of the institution of slavery? And since slavery hovers over the United States in 1967 in a real way and affects virtually every aspect of our life today, it seems to me idle fancy to think that we can understand where we are if we do not understand why we have the problems that we have. It seems to me, therefore, that we need not merely an abundance of material such as we are getting but we need also new illuminating and critical material; and we need to have the kind of examination of these materials that will assure readers and students they are getting the very best. But this can hardly be done without resisting the most formidable objections raised to this discriminating view.

There are many Americans — innocent or naive, scheming and sophisticated — who would just as soon leave things as they are or would just as soon not have librarians and teachers being discriminating and critical in their examination of teaching materials. For the materials on the Negro in 1967 constitute big business. Fortunes are being made on Negro materials and there are literally hundreds of people involved in the production of these materials who have not the slightest interest in their content and who therefore are interested primarily in the monetary considerations. They are doing things, they are producing things for "a fast buck." They are rushing through, they are plagiarizing, they are "pot boiling," and they are producing great quantities of material of the poorest quality, of the poorest conception, and of the poorest writing. I need not remark on the cheap, dismal illustrations.

It is the responsibility of the librarian and the teacher to guard against being "taken in" by writers, historians and any others who have no interest in balance and truth and who would not hesitate to rob the children of this country of the truth to which they are entitled. It is most gratifying that you have taken the time out of your busy lives to ponder this question. I can think of no question that is more important to teachers and those responsible for the life of the mind than this.

Thank you.

MRS. JONES

We want to thank Dr. Franklin for this most informative and challenging talk.

And now we will spend a few minutes with some questions and discussion.

I would like to start the questions by asking Dr. Franklin to comment on the American history textbook of which he is one of the co-authors, *The Land of the Free*. There has been some difficulty in getting this textbook approved in some states because it is an example of the third approach (the new textbook with new approaches and new assumptions) that he mentioned in the development of materials we use in schools. Would you comment on that briefly, please?

DR. FRANKLIN

Dr. Jones, I would be pleased to comment on *The Land of the Free*. I would preface it by saying that I would prefer not to comment by name on other materials because it is obvious that I have a vested interest in the matter. I think that it would be lacking in grace for me to be critical by name of the materials.

Several years ago two friends of mine and I decided that we would like to have the experience of "trying our hand" at writing a history of the United States. We represented three widely scattered sections of the country, at least two different races, and different approaches to history because of our own interests. I am primarily interested in the nineteenth century, one of my colleagues is interested primarily in the colonial period. and my other colleague is interested in the twentieth century. And we decided we would like to "try our hand", particularly because we had looked at existing texts and we felt that they lacked many things. And so we wrote this book for the eighth grade and submitted it to various groups for consideration. It is still being considered by many schools and boards.

The first big interest was shown by the State of California which is one of the very few states in the United States which

has full statewide adoption of texts. The State purchases a book for every child in every grade. We survived the competition and were recommended by the Curriculum Commission of the State to the State Board of Education for full adoption. By that time, of course, there was knowledge on the part of large numbers of people regarding the content of the book. Once it had been recommended it was public property and it was in every library in the state. It was then that the opposition began.

May I say in all fairness to the opposition that one of the problems in introducing a new kind of book is that everyone in this country "knows" the history of this country and they prefer to see the books written as they know it. When there is any variation they do not like it, and they register the most vigorous objections to it. This would be true if the question of the Negro were not involved. It would be true for example if we had said something new about Betsy Ross. It would be true if we had said that the United States might have been wrong about the Mexican War. You remember what happened to Robert Kennedy when he was Attorney General and made a statement in Japan that perhaps we were wrong in the Mexican War. The next day there was great consternation in the United States, because he had spoken as he did. So there is this feeling that you shouldn't do anything to question history as everyone knows it.

Now we did raise some questions, some serious questions. We had a very extensive discussion of slavery as an institution — the only eighth grade book in the United States that does this as far as I know. And we have different illustrations. We have children as we think they ought to be at certain times and children as they were at certain other times. We had, for example, a schoolhouse in 1850 in one Southern community and we have the little Negro child looking at the white children. play. There was very bitter objection to this on the ground that we ought to redraw the picture and put the little Negro child in there playing with the white children *in 1850*. There were objections that we "ran our heroes down". At no point did we criticize any hero as such, except that it came out that these people were human beings. They were not demi-gods any more. They were not up on high pedestals. They were

just people as I think any American should want the people in the past to be. One of the problems is that if we regard the people in our past as gods then how did they create the world that we have at present? It is much easier if we recognize that they were just plain human beings and then we don't have the problem of wondering why they could not do better — they were not gods.

There was criticism then about heroes. Of course the book was regarded as un-American, pro-communist, pro-United Nations. Critics said that it was designed to give whites a sense of guilt because we talked about slavery, it was pro-civil rights because we said desegregation was moving at a snail's pace or less, and it was also regarded as a book that was generally subversive. Two books were published against our book; a filmstrip was produced in living color; a telephone campaign was mounted which is still going on across the country. You might have a station or telephone number here, I don't know. You dial a number and "let freedom ring"; then there is an attack on the book.

Happily I will say, in California it's now being used and in many other parts of the country. Mothers in California are now picketing the schools. There was a new attack mounted last [illegible] mounted in the city of Philadelphia. In Philadelphia some critics asserted that if the book was not removed they would sue the school board. So the school board had to stop its business and publish a book in defense of our book, et cetera. This is what one must contend with when he undertakes a new approach.

I could tell them a lot of things that are wrong with it. It happens that the things that they are talking about are things which reflect their own predilections and their own distorted views of America's past. I wish this book were better, but it will not be made better by pointless and misdirected criticism. It will be made better by a revision which the authors and I would like to make.

QUESTION

Dr. Franklin, would you care to comment on the kind of

ethnocentric writing of history you have described to us as contrasted with the kind of writing of world histories, including books by your Harvard colleague, Crane Brinton, in a book called *History of Civilization,* which is nothing of the kind as far as I know? In other words, do you say there is a parallel between the so-called world histories that really point up the histories of Greece and Rome and of Western Europe and of North America and the histories you have described in terms of white and black America?

DR. FRANKLIN

I think there is, if I understand the question — I think there is a parallel. We have concentrated on the history of the western world and have come to feel that it is *the* world. And we, therefore, have left out large segments of the world which certainly ought to be considered. It is a narrow ethnocentrism, a narrow nationalism and I think it has the effect of giving the western world a distorted notion of its own role in civilization.

I wish to add that my own colleague and a member of my own department in Chicago, William McNeill, has written a much more satisfactory book, *The Rise of the West,* which is not so much a history of the West as it is the history of the world. But, histories like McNeill's and Brinton's do strike new ground in pointing out that Western man did not achieve everything all alone. I hope that our new histories of the United States make it clear that the white man, more specifically, the English white man alone did not create and bring into existence our American civilization. There were a few other people around who made their own contributions. You get the same kind of distortion in Western history that you get in American history, the same kind of omissions, to which you made reference.

QUESTION

You mentioned that the civil rights movement has lost its perspective on the position of the Negro and also you said the emergence of "black power" leaves the great danger of overemphasis and creation of an imbalance.

DR. FRANKLIN

If there is a danger of overemphasis I may answer you categorically, yes. In any great crusade there is the danger of that, but I do not regard your points as being alternative. There is during this period an opportunity for a creative approach that will add a new dimension to the understanding of our entire history. But, that doesn't change the fact that there is also the danger of overemphasis and therefore distortion.

I have heard within the past year people who espouse the new "black consciousness" discuss the history of the abolition of slavery as though Negroes were alone in the abolitionists' movement, and I call this overemphasis. I have heard Negroes in the past year describe the efforts of Negroes for their self-betterment in the Reconstruction period as though there weren't many many whites shot down during the Reconstruction period in their efforts even to teach Negroes. I think that is over-emphasis and a distortion, and it is what must be guarded against, because if you go that far you still do not have the history that you are searching for, because it is not true.

So that what we need is to strive to find a balance. One does not shy away from consciousness of color if it does anything to give one a sense of security and of well-being, but one must avoid the kind of emphasis that will lead one to a false understanding of self and of one's relationship to the rest of society. I do not think that anyone would want that. That would lead one down the wrong path.

Information Pertaining to Negro Americans in Textbooks in Georgia: Historical Survey

CORNELIUS V. TROUP
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Mrs. Cleveland, Mrs. Pauley and friends, permit me first to congratulate the members of the Faculty of the Atlanta University School of Library Service and the Georgia Council on Human Relations upon their farsightedness in sponsoring this conference on the Georgia Child's Access to Materials Pertaining to American Negroes, and secondly, to pay this brief tribute of respect to the memory of a distinguished educator, a colleague, and a friend, Dr. Rufus E. Clement, the late President of my beloved Alma Mater.

For a long time people of good will have been concerned about textbook content regarding the Negro and his achievements before and after he became an American citizen. These people have shown equal concern for what the textbooks failed to say about the Negro and his contributions toward the building and growth of this nation. This concern grew out of a knowledge of the fact that textbooks play a major role in the education of an individual and that what one learns from textbooks has a tendency to influence, for good or for ill, his thinking and his attitudes.

Those who pioneered in this field were not seeking special consideration for the Negro, but were interested only in a fair and adequate presentation of the facts regarding Negro achievement in order that all who used these textbooks would have a sound basis for understanding and appreciating the contributions of those who aided significantly toward the making of a great America.

In 1933, two masters' theses dealing with textbook content relative to the Negro were completed. One of these was written by J. Overton Butler of Peabody College, who examined 56 textbooks in history, civics and American problems. A summary statement of his findings is as follows: "Generally speaking, the textbooks analyzed failed to give the Negro his right-

ful place in American life and to engender in the pupils attitudes which would be useful and even necessary to solve racial problems." The title of his thesis is "A Study of Public School Textbook Content Relative to the Negro". The other thesis, "Racial Attitudes in American History Textbooks", was written by Lawrence D. Reddick, a graduate student at Fisk University, who is presently employed at Coppin State College in Baltimore.

He made a study of history texts adopted for use by the states of the South. He summarizes his study in this manner:

> "The examination of these materials leads to the conclusion that the average American history text used in the South violates the traditional pattern in no essential detail. Most of the books in these 15 states are pro-Southern with a definite sectional bias. The picture presented of the Negro is altogether unfavorable: As a slave he was happy and docile. As a freedman he was shiftless and sometimes vicious and easily led into corruption. As a free man his activities have not been worthy of note."

In August 1933, a conference on education and race relations was held at Peabody College, attended by the presidents of white teachers' colleges and universities in the South, and state superintendents of education from throughout the South. At this conference, a resolution was passed by unanimous vote asking that studies be made of textbooks to determine whether the Negro is given a fair and adequate treatment in such books which are used by both white and colored children in these states. Mr. Robert B. Eleazer served as conference secretary and assumed responsibility for communicating with presidents, deans, and professors of colleges and universities throughout the South, urging them to initiate textbook studies in keeping with the spirit of the resolution.

Several such studies were made, and perhaps one of the most comprehensive of these was a study made by Dr. U. W. Leavell of Peabody College who examined 20 textbooks used in the public schools of Tennessee. The following statement summarizes his study: "The material found in these books is entirely too limited to afford future citizens of Tennessee any adequate basis for judgment in the development of a whole-

some attitude in regard to this question. Textbook omissions should recognize the problems involved here."

Another important study was made by G. T. Wiggins of Florida A & M University who found glaring omissions and distortions of fact in the history texts and no reference to the Negro in the civic texts. He also found that no mention whatsoever was made of a single Negro poet, essayist, or novelist in the literature texts. Similar findings were noted by those who made textbook studies in Mississippi, Kentucky, and Texas.

About the same time, the Julius Rosenwald Fund sponsored a book project which made available to elementary and high schools in the South sets of books which contained, among other things, pictures and materials which showed the Negro in a favorable light. The Rosenwald Fund bore two-thirds of the cost of these books with the remaining one-third to be paid by local boards of education. This project represented one of the early efforts to place in the hands of Southern

Group in attendance at the Second Session.

white and Negro people textbooks which gave fair consideration to the Negro as an integral part of American life.

In a telephone conversation a few days ago, Mr. Robert L. Cousins, who for a number of years was Director of Negro Education in the State of Georgia, informed me that at the time the Rosenwald Fund was distributing these books throughout the South, Mr. Eugene Talmadge, who was then Governor of Georgia, was suspicious of what was happening, and ordered an investigation to find out what kind of "subversive" movement was going on in the great State of Georgia. In 1934, a joint committee representing the National Education Association and the National Association of Teachers in Colored Schools, (later known as the American Teachers Association) listed as one of its long-term objectives the following:

> "We advocate the inclusion of stories of Negro life and history in school readers and general literature adopted for use in public and private schools so as to develop an appreciation of Negro life and of the race's contribution to civilization; and we urge the exclusion of all material used in the public schools that gives an unfavorable impression of, or develops prejudice against, the Negro race."

Mr. N. C. Newbold, of North Carolina, served as Chairman of that committee.

Without doubt the one man who made the greatest contribution toward securing for the Negro his rightful place in textbooks used in Southern schools was the late Mr. Robert B. Eleazer to whom I referred earlier. For a number of years he served as Educational Director of the Commission on Interracial Cooperation with headquarters in Atlanta. Immediately following the publication of his pamphlet, *School Books and Racial Antagonism* which represented a compilation of the findings from the textbook studies referred to earlier, Mr. Eleazer communicated with state superintendents of education, chairmen of state curriculum committees, directors of Negro education, county superintendents, newspaper editors, book publishers, foundation officials, and nationally known individuals, such as Mabel Carney, Charles Thompson, Carter Woodson, Walter White, William Pickens, and Kelly Miller.

Hundreds of letters were written in an effort to enlist the cooperation and support of those persons who were in a position to use the necessary influence in effecting needed changes in textbook content relative to the Negro.

I quote Mr. Eleazer's findings as set forth in his pamphlet, *School Books and Racial Antagonism, History Texts:*

> Twenty of the most widely used textbooks in American history were examined with relation to the following topics: the Negro and the flag; Reconstruction, Negro leadership; progress since emancipation; present day conditions and problems. On the first point it was found that seventeen of the twenty books leave the student in complete ignorance that Negroes ever rendered the slightest service to the flag of their country, while the other three give but the faintest suggestion of the facts. In the matter of Negro leadership, one finds only four names mentioned in the entire twenty volumes. Only one book gives place to Booker T. Washington,representing the race at its best, while eight record the horrors of Nat Turner's insurrection. One adds the story of Denmark Vesey's plot and one mentions Harriet Tubman as a leader of runaway slaves. Eighteen of the twenty histories make no mention whatsoever of the Negro's remarkable progress since emancipation. The other two treat the subject so inadequately as hardly to be called exceptions. In most cases the treatment of Reconstruction fails to assess fairly the relative responsibility of the confused freedmen and their white leaders for the mistakes and crimes of the Reconstruction area. The terrors of Negro domination are played up luridly and the Ku Klux Klan is quite generally glorified. None of the books gives credit to the Reconstruction governments for any beneficent legislation, not even the establishment of the public school system.
>
> With relation to present day conditions and problems involving the Negro, one finds very little, and even that not always to be depended upon. Few of the books make any reference whatever to these matters.

In general, the student inevitably gets the impression from these books that the Negro has figured in American life only as a semi-savage slave and as a dangerous freedman, unprepared for citizenship and a menace to civilization.

Textbooks in Civics:

Fourteen of the principal texts in civics and American problems were examined. It was found that seven of the fourteen make no reference whatever to the Negro or to the problems incident to his presence here. Each of three books gives one page or less to the subject; three treat it a little more at length, but in such a way as to increase interracial distrust and prejudice rather than to allay them. Only one of the fourteen treats the subject with anything approaching adequacy and fairness and even this needs to be supplemented generously. If fourteen children each had studied one of the above texts in civics, seven would be left in complete ignorance that there is a racial situation in America involving civic problems and responsibilities; four would touch the subject so lightly as to receive no definite impression whatever; three would probably come out with their initial prejudice confirmed and deepened. Only one of the fourteen would be given any conception of his civic responsibilities in the light of the biracial situation, or any preparation for meeting them wisely and fairly.

Literature Texts:

A review of thirty-eight volumes of American literature reveals a situation only slightly more favorable than that found in the textbooks in history and civics. Twenty-five of the thirty-eight contain no suggestion that the Negro has ever made the least contribution to the literature of America. Of the other thirteen volumes, eight mention briefly only a single writer each, (either Phyllis Wheatley or Paul Laurence Dunbar); one names them both; three mention three or more Negro writers. The most generous accords three pages to Negro literature.

> A three-volume set of selected reading from American poets, comprising 2,600 pages, contains not a line from any Negro author. A nine-volume anthology has a single brief quotation from Dunbar; two others, of 1,000 pages each, make no mention of Negro authors. The author of one book apparently tried deliberately to disparage the Negro and prejudice the student unfavorably. Most of the others simply ignore the whole subject, leaving the student totally ignorant of the unique contribution which a large number of Negroes have made to the literature of America.
>
> In the light of these findings, the conference feels that a considerable measure of textbook revision is imperative. It is anxious to bring the facts as widely as possible to the attention of teachers, publishers, and authors, and would be glad to send them a copy of the report without charge to anyone requesting it.

That ends the summary of Mr. Eleazer's findings. I might state that Mr. Eleazer disseminated this pamphlet widely, not only throughout the South, but throughout the nation, in an effort to make people conscious of the fact that changes in textbook content were sorely needed.

In the summer of 1936, while a student at Atlanta University, my advisor, Mr. W. A. Robinson, who presently resides in Phoenix, Arizona, suggested that I make an analysis of the textbooks adopted for use in Georgia as my thesis project, and as you well know, no advisee turns down a suggestion from his advisor. Consequently, the topic, "Negro-Culture Content in the State Adopted Textbooks of Georgia" was chosen.

This study involved a careful analysis of the 84 elementary textbooks adopted September, 1932, by the State Textbook Commission of Georgia. My findings and interpretation of the references and omissions, as I feel they might affect white and Negro pupils, are as follows: After completing the study of textbooks adopted for use in the State of Georgia, the white pupil probably emerges with his self-respect greatly strengthened. Through the history texts, he has learned of the accomplishments of his ancestors down through the ages. The basic

and supplementary readers have furnished him with a plenitude of stories and incidents taken from the lives of white people, thereby increasing his appreciation of them as a racial group. All of the other textbooks have presented to him pictures, stories, poems, problems, historical and scientific data, all of which have glorified the white race.

With his apperceptive mass thus augmented, he glows with an increasing pride in the fact that he is identified with a progressive race. The Negro child who has studied the same textbooks probably comes forth lacking in self-confidence, because he has been denied the privilege of studying, through the State adopted textbooks, anything concerning the part that Negroes have played through the years in making possible the civilization which we enjoy today.

He finds no mention of Negro men as soldiers or sailors and the part they played in the wars of this nation. Nothing is said of Negro scientists and inventors. He sees nothing of the Negro's contribution to the music of America. Nowhere in any of the textbooks does he find an account of great Negro athletes who have brought fame and glory to the United States through their accomplishments, especially as members of the American Olympic teams.

After reading hundreds of poems in these textbooks, he realizes that not a single one was written by a Negro poet. He finds no account of the remarkable progress which Negroes have made since freedom. He observes that Indians and other groups are accorded greater respect in the State adopted textbooks than is true of his own people. He learns of unfair methods employed by Southern whites to deprive the Negro of the ballot and finds not a word of condemnation of the courses taken; and the crowning insult of all is that he finds his people referred to by such contemptible names as "niggers" and "darkies."

It would not be surprising that the majority of the white children of Georgia should feel that Negroes are unworthy of any respect. The lack of information relative to the good things that Negroes have done, has probably left them with the impression that the Negro has always been and should be at the

lowest level of the social structure. Such an attitude could only serve to widen the gap that separates whites and blacks, and does not serve to bring closer the possibility of complete interracial accord.

The Negro pupil who has studied the State-adopted textbooks of Georgia might be expected to leave the elementary school almost entirely lacking in self-respect and confidence in his own capacities to achieve and produce the paucity of "racial assets" found in these textbooks, as compared with the abundance of "racial liabilities", leaves him little self-respect or self-assurance upon which to achieve for himself a very high place in American democratic society.

Textbooks have played a large part in the school experiences of children for centuries, and in spite of the new curriculum trends, the preponderance of evidence is that for a long time textbooks will continue to be important in the experiences of school children. Textbooks which are selected by the school officials and placed by them in the hands of children should inspire them to respect themselves and others; to conceive the highest possible ideals of social justice; to believe in their ability to achieve, according to the ideals of democratic society.

The results of this study do not incline the writer to feel that the textbooks presently adopted by the State of Georgia for use in its elementary schools contribute very much toward these ideals or toward the development of a respectable status for the Negro as a group. On the other hand, textbooks should not offend the sensibilities of the children; should not contribute to prejudiced or unfavorable interracial feelings; should not stifle personal ambition. In the opinion of the writer, the textbooks studied, both by direct statements, implications and omissions, offend in all these areas.

This situation, among other things, inspired me to publish the book, *Distinguished Negro Georgians,* in which I have listed some 114 biographical sketches of Georgia Negroes who have achieved significantly in many fields.

It is my belief that these early studies to which I have referred have had some influence on textbook writers and pub-

lishers, and particularly on members of textbook commissions charged with the responsibility of adopting textbooks for use in several states. It is gratifying to know that some changes have been made with regard to Negro-culture content in today's state adopted textbooks. I believe that it is reasonable to expect that these changes will result in the hastening of the day when every American citizen, irrespective of race or color, will be accorded the respect and consideration to which he is entitled.

Multi-Ethnic Books on Georgia's Approved List

KATHLEEN WOOD
Researcher
Georgia Council on Human Relations Conference Committee

We have limited our study of the state-approved textbooks to the elementary readers, literature, history and world geography books. And even within these limits, we want to make it clear that we have *not* read all of any of the books — even with the field as narrow as we have made it there are still far too many books for a few people to read and evaluate properly. (There are 279 basic readers, for example). Also, since we are not teachers we cannot judge the books on their educational qualities such as suitability for age levels. We are not recommending these books to you, but we are suggesting that you examine them yourselves to see if they meet your particular needs and requirements better than the books which you are now using.

We have looked through the books for pictures of Negroes in non-traditional settings and in integrated situations. We have checked the literature books for works by or about Negroes. We checked the history books for their handling of certain "controversial" subjects — the Klan after the Civil War, the Civil War itself, and the civil rights movement of the early sixties. We were interested in the geography and world history textbooks for their treatment of early African history, of the new African nations, and of South Africa today. The books which we commend to you for further study are at least relatively good on these points, but because we have not read them in their entirety we cannot guarantee that they are not quite bad on some other points.

We have heard that at least some of the textbook publishers plan to discontinue their regional editions in the near future. The effect of this will not be felt, however, until their inventories of regional editions are exhausted *and* until the regional texts now in use are replaced. Moreover, all too often the only difference in the national edition is that there are one or two slightly-darker-than-white faces in the pictures — there is no

significant difference or improvement in the texts, which are still geared to the suburban, white, middle-class world.

Among the basic readers on the approved list we consider the best to be Harper and Row's series which begins with the pre-primer *Janet and Mark* and continues through the sixth grade reader *Seven Seas*. This series is about two white children, Janet and Mark, and their two Negro friends, Ann and David. The Ginn and Company series which begins with *My Little Red Story Book* and continues through the sixth grade *Wings to Adventure* is, perhaps, considerably better than the Harper series in the 1966 edition, but the series now approved in Georgia is the 1964 edition which is not integrated. We mentioned this in case the newer edition should become available to you. The MacMillan Company series on the approved list has some integrated pictures, but we do not consider it to be quite as well integrated as the Harper books. Houghton Mifflin and J. B. Lippincott have also integrated their basic readers in their 1966 editions; but Georgians are still using the non-integrated 1964 editions.

Among the special readers the American Book Company's Reading Round Table series by Manolakes is especially good for use in rural areas, having less emphasis on white suburbia than most. The Follett Publishing Company has three books in the special readers list which merit your attention — all designed for grade three. Two of these books are by Georgialady and Romano: *Our Country's Flag* and *Our National Anthem*. The third book is *Shoofly*, by Burleigh.

None of the junior and senior high school literature books gives adequate representation to the Negro writers. Some are better than others, however, in their depiction of Negro life and with rather limited enthusiasm we would call to your attention the American Book Company's *World of Literature* series for grades seven through 12, Harcourt, Brace & World's *New Worlds of Literature*, a book for high school students, and Harcourt's series *Adventures in Literature*, Companion Edition, which is designed for the slow reader in grades seven through 12. Among the special readers for grades six through 12 the *Teen-Age Tales* Series, by Heavey and Stewart and published

by D. C. Heath is to be preferred, but still leaves much to be desired.

In the category of citizenship and civics there are quite a few good books. We were especially pleased with *Civics for Citizens* written by Dimond and Pflieger and published by L. B. Lippincott. Also very good are Ribicoff and Newman's *Politics the American Way,* Tiegs' *Your Life as a Citizen,* Warren, Leinenweber and Anderson's *Our Democracy at Work,* and Krug Quillen's *Living in Our Communities.* The Georgia League of Women Voters' book *Georgia Government* is now on the approved list and, as a strictly factual presentation of how Georgia is governed, is infinitely superior to the other earlier books in Georgia government.

Among geography books for the elementary level we favored the fifth grade geography: *United States and Canada,* by Preston and published by D. C. Heath. We also liked *Families and Their Needs* published by Silver Burdett for the first grade. On the high school level *The Wide World,* by James Davis and published by Macmillan seemed especially good as did Ginn and Company's *World Geography,* by Bradley which has unusually good material on Africa.

In the combined geography and history books we found the series about which we are really enthusiastic. This is the multiethnic edition published by Scott, Foresman and Company and written by Hanna, Kohn, and Lively. The books are designed for grades one through six and the titles, which are the same in the established edition (which is also on the approved list and which we do *not* recommend) include *At Home, At School, In the Neighborhood, In City, Town and Country, In All Our States, In the Americas,* and *Beyond the Americas.*

Also in this category we liked D. C. Heath's series by Preston, *et. al.* for grades one through five; and Ginn and Company's series by Tiege, *et. al.* — at least those volumes for grades one, four, and six. Although we were not too impressed by the rest of the series, we thought that *Your Community and Mine* by Hunnicutt and published by L. W. Singer was very good for the third grade. Follett also has an excellent series in this group by McIntire and Hill, which begins with

Exploring with Friends and continues through *Exploring American Neighbors* for grade seven.

In American government we felt that the best books are Magruder's *American Government,* published by Allyn and Bacon; *American Government,* by Ludlum, *et. al.* and published by Houghton Mifflin; and *Our American Government* published by Lippincott and written by Dimond Pfieger.

For American history on the high school level we liked Casner, *et. al.'s Story of the American Nation,* published by Harcourt; Muzzey and Link's *Our Country's History* published by Ginn and Company; Todd Curti's *Rise of the American Nation* published by Harcourt, Brace and World; Gavian, Hamm, and Friedel's *United States History,* published by D. C. Heath and Company; *History of a Free People* written by Bragdon *et. al.* and published by Macmillan; *The Adventure of the American People* by Graff and Krout, published by Rand McNally; and, finally, Baldwin, Warring, Nida and Sims' *History of Our Republic,* published by D. Van Nostrand.

Many of the elementary history books seemed very good. We thought that the modern material in *This is America's Story,* by Wilder *et. al.* and published by Houghton-Mifflin was particularly good. Among the series books we preferred the *Laidlaw History Series* by Eibling, King, Harlow and Finkelstein for grades five through eight and the Macmillan series by McGuire for grades four through six. For the fourth grade, among non-series books, we liked especially *Trail Blazers* in *American History,* by Mason-Cartwright and published by Ginn and Company who also publish a good fifth grade history, *Trails to Freedom,* by Coons and Prater. The outstanding fifth grade history, however, seemed to us to be Ver Steeg's *The Story of Our Country,* published by Harper and Row. This is a really magnificent book, designed and illustrated by the editors of American Heritage magazine and the theme of the book is "Democracy is America's Strength."

Special mention should be made of two other series of books designed for the slow reader or learner, written by Abramowitz and published by Follett. One series is for the eighth grade, the other for the eleventh.

There are four books on world history on the high school level which we would commend to your attention. We were somewhat partial to Stavrianos' *A Global History of Man,* published by Allyn and Bacon, but we also liked Black's *Our World History,* Ginn and Company; Ewing's *Our Widening World,* published by Rand McNally; and *Man and Civilization,* by Forster, Forster and Worcester and published by Lyons and Carnahan, although the modern material in it is somewhat more limited than in the others.

In problems of democracy we thought *Problems of Democracy,* by Dunwiddie and Kidger and published by Ginn and Company was quite good. Rienow's *American Problems Today,* published by D. C. Heath, is also good although the text is considerably more conservative.

Among the social studies readers, we would suggest Silver Burdett's series *The World Children Live In,* by Jackson, Scarry and Becker for grades one through three and Rand McNally's paperback *Our American Flag* by Lepthien and Heintz for grade four.

Although this covers the fields which we set ourselves out to study we would like to mention a few books in other fields which especially caught our eye. In grammar, we liked the *Enjoying English* series published by L. W. Singer for grades two to 12. Among spellers, Silver Burdett Company's *Spell Correctly* series has some integrated pictures, as does, among arithmetic books, the *Mathematics We Need* series, by Brownell *et. al.,* published by Ginn and Company, for grades one to eight. We would also like to say a special word for *Music for Young Americans* in the Anniversary edition (not the regular edition, which is also on the approved list) by Berg *et. al.* and published by the American Book Company for grades kindergarten through six. The pictures are charming and the song selections are very good.

These, then, are the books which we would commend to your attention. Not one of them is perfect and their number is pitifully small when compared to the vast number of books on the approved list.

Governor Lester Maddox, speaking to the Governor's Conference on Education, said that we should all ask ourselves: "Do

the textbooks we provide Georgia children truly reflect the great heritage which is theirs and, if so, do they convey the message that freedom and liberty cannot be enjoyed unless they are willing to sacrifice in order to preserve, protect and defend it."

I am afraid that the answer to the question must be "No" for our great heritage cannot be truly reflected when the great contributions made by one-tenth of our population are ignored as they are far too often in our textbooks. The use of the texts of which we have spoken today can help to provide our children with a greater awareness of their heritage but even they cannot do the job alone.

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MRS. FRANCES PAULEY
Chairman
Georgia Council on Human Relations Conference Committee

There is a place for us to start today in Georgia to see that our children, *all* of our children, have the benefit of the proper kinds of textbooks. This would mean much to our Negro children, but it would be even more beneficial to our deprived white children who have been kept in darkness and in ignorance of the contributions of Negro Americans.

In Georgia we have an approved textbook list which a committee agrees upon. The entire list is not revised each year — they examine some each year, but they do not review the whole spectrum of books. They choose one or more areas annually. During the year the publishers send samples of their textbooks in the area of interest, and they are put in one room — the number of titles accumulated is fantastic. The committee comes at an appointed time and examines these books. The committee members do the very best that they can to see that the most appropriate books are put on our approved list.

The real burden of what books go on this list is upon you who are sitting here today, because you have demonstrated your concern by attending this conference. Few people in our state spend the time necessary to understand what textbooks Georgia children are using. Few realize that a change in textbooks could mean a

change in attitudes. Often even a change in the edition of a particular book will help. It is essential that librarians, teachers, and civic leaders become concerned and active in making the changes that are today possible and in working toward a future when our children will have the tools to help meet their educational needs.

Mrs. Wood's paper should be in the hands of concerned leaders in each community in the state. We should persuade the leaders to work to see that books that are available are in use. We should work to add good books to the Georgia school book list. Then, after they are on the list, we should see that our educators make the wisest choices.

We have been told that state funds can only be used for books on the approved list. However, a local system that has additional funds may purchase other books. We should know whether our communities have supplementary funds and how they are being spent. Most Georgia schools have state funds only — this means that our children's resources are limited to the titles on this list.

The integration of textbooks is quite similar to other areas of life — the range is from the superficial tinting of one white face in a picture to a new book written with desirable concepts. We must not accept "tokenism" in our textbooks any more than we accept it elsewhere. We must be alert and informed if we are to make a meaningful contribution to the education of our children.

The list provides quite a wide selection. Mrs. Wood has not said that these are the most wonderful textbooks in the world. She said that these are the best that we saw as we examined the books. There are some good books in the approved list. We must not only work to get good books on this list, but also to keep them there. If every one of the recommended books were used in every school in Georgia it is quite likely that this would make a significant difference in the education of our children.

We must not only be conscious of titles, but also of editions. Fortunately, publishers are beginning to make changes. Some pressure is being put upon them to eliminate Northern and Southern editions with the same title — one may be called diamond (integrated) edition and another may be a circle (not integrated) edition. We must look at the texts carefully and communicate with publishers. In several instances both editions are on the

Georgia list and the task is to see that the integrated edition is being used in your school. Sometimes later editions are better than earlier editions, but the earlier editions cannot be disposed of without incurring a financial loss. When possible, we should prevent the use of inferior editions even if this is more costly.

Those of us who are sincerely concerned should act immediately to discover what textbooks are being used in our schools and who chooses them. If we are not satisfied with the books being used, then we should plan carefully to improve the Georgia child's access to materials.

Information Pertaining to Negro Americans in the Georgia Library List, 1965-66

MARY LOUISE CLEVELAND
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Atlanta University

Recently, it was my privilege to visit with a group of children at a Head Start kindergarten. While there, Polaroid pictures were made of the children as they played in the yard and after they returned to their seats in the classroom. Children always fascinate me, mainly because of the *truth* that is within them. But, what impressed me the most on this particular occasion was how the children clamored so vigorously in order that they might get a glimpse of their image on the snapshots. One little boy, having discovered himself on a picture, pointed out, "There me!"

How often and how long has the American Negro child in our schools grappled with numerous aspects in the educational process in an attempt to find images of himself as portrayed in the American way of life. What are we doing to bring him into the picture, so that he may say, "Here am I!"? Like any other child, he wishes to be identified with the other members in the *school picture.* Too often he has been forced to look through the images of another group of boys and girls and substitute their images for his own.

The above expressions bring me to the matter at hand, which is to report on an examination of the *Georgia Library List for Elementary and High Schools, 1965-66,* published by the Georgia Department of Education. It is our understanding that this list is the basic source used by public school teachers and librarians to develop book collections for Georgia school children. The volume is divided into a list for elementary school libraries and one for secondary school libraries, then it is further subdivided by types of books or according to the Dewey Decimal Classification.

The Georgia Library List was examined to determine the number of titles that are included that may (1) help the Georgia Negro child feel that he is "in the picture" and (2) acquaint Georgia children of other races with the contributions of Negroes to our culture. The phrase "books pertaining to Negroes" in this paper

is interpreted to mean "books by or about American Negroes." Books that contain a chapter, a few pages, or a picture of an American Negro are not included in this discussion. Out of approximately 4,636 titles in the elementary school *Georgia Library List,* 1965-1966, approximately 12 pertain to the American Negro. The first section lists 1,000 Easy Books, but of this number only four books are by or about the American Negro. They are:

1. Bontemps, Arna, *Fast Sooner Hound*
2. Sharpe, S. G., *Tobe*
3. Keats, E. J., *Snowy Day*
4. Keats, E. J., *Whistle for Willie*

One would expect to find such books as L. L. Beim's book *Two is a Team* and Ellen Tarry's *Hezekiah Horton.* These and a few others appeared in previous supplements to the *Georgia List,* but instructions state that the 1965-66 supplement is to be substituted for earlier lists.

We found no elementary school library titles with significant information about Negroes or by them listed in classes 100 (Philosophy), 200 (Religion), 400 (Philosophy), 500 (Pure Science), 600 (Applied Science), 800 (Literature), 900 (History), or the Short Stories — Collections section. Augusta Baker's *Talking Tree* is the only one among the Social Science (300) titles, while Arna Bontemps' *Famous American Negroes,* published in 1954, is the single collective biography among 50 titles. There are 264 individual biographies, but only two are about Negro Americans:

Bontemps, Arna, *George Washington Carver*

Stevenson, Augusta, *Booker T. Washington: Ambitious Boy*

Out of approximately 1,674 titles listed in the Fiction section only four are either by or about American Negroes. They are:

1. Baker, Augusta, *Golden Lynx and Other Tales*
2. Burch, Robert, *Skinny*
3. De Angeli, Marguerite, *Thee, Hannah!*
4. Twain, Mark, *Adventures of Huckleberry Finn*

The *Georgia Library List* for secondary schools includes no

books pertaining to American Negroes in the sections for Philosophy, Religion, and History. Leroy ("Satchel") Paige's *Maybe I'll Pitch Tomorrow* is the only title listed in the 700 (Fine Arts) section. There are two titles among the 180 literature books listed and two among the collective biographies. They are:

Bontemps, Arna, *American Negro Poetry*

Cullen, Countee, *On These I stand*

and

Bontemps, Arna, *Famous Negro Athletes*

Troup, C. V., *Distinguished Negro Georgians*

The titles listed in the Education section are not appropriate as first choices for a high school library. They are:

Lyda, W. J., *Who's Who Among Negro Principals*

Range, Willard, *Rise and Progress of Negro Colleges in Georgia, 1865-1949*

There are three titles in the Social Science section, under the subject heading "Negroes", but the two titles by Bontemps are history books and Robinson's book should be in the Sports section:

1. Bontemps, Arna, *100 Years of Negro Freedom*
2. Bontemps, Arna, *Story of the Negro*
3. Robinson, Jackie, *Baseball Has Done It*

Approximately 638 titles are listed in the Fiction section of the secondary school list. American Negroes are a part of the story in the titles listed below:

1. Lee, Harper, *To Kill a Mockingbird*
2. Stowe, Harriet Beecher, *Uncle Tom's Cabin*
3. Twain, Mark, *Adventures of Huckleberry Finn*

Four books pertaining to American Negroes are listed in the Individual Biography section. It is unfortunate that two of the biographies are about the same person and two of the biographées are dead:

1. Graham, Shirley, *Dr. George Washington Carver, Scientist*

2. Graham, Shirley, *Story of Phillis Wheatley*
3. Holt, Rackham, *George Washington Carver*
4. Shapiro, M. J., *The Roy Campanella Story*

Out of approximately 7,724 titles found on the *Georgia Library List, 1965-66,* only 30 are by or about American Negroes. It is quite obvious that the *Georgia Library List* allows meagre opportunities for Georgia school children to become acquainted with the contributions of American Negroes and to develop respect for them.

The *Georgia Library List* is important to all boys and girls attending public schools in Georgia. It represents the basic source from which teachers and librarians must select curriculum and guidance materials. This list is considered to be the foundation upon which each public school library collection is built throughout the state of Georgia.

Quality education demands that all instructional and guidance materials found in the school library be indispensable to effective teaching and to guiding all boys and girls into meaningful adulthood. Next to the teacher stand instructional and guidance materials in the learning process. It is imperative, then, that the selection of materials be given a vital place in the scheme of things. The task should be delegated to those who are well trained in the art of the selection of materials. Above all, the task should be given to those who care enough "to go the last mile" in securing materials which will meet the needs of *all* children involved.

The selection of books pertaining to American Negroes is a difficult, but challenging task. The reward for caring and performing this task is great — the consequences can be better understanding among the races of mankind.

Significant Factors in Selecting and Rejecting Materials

AUGUSTA BAKER
Coordinator of Children's Services
New York Public Library

I would much prefer being a participant than one who must try to summarize what went on and what was said in three lively groups. I'll do my best and I hope that the leaders and recorders and my own recorder will stop me if I go astray. Time did not permit in-depth discussion of other media or nonprint material, although we did say generally that the same criteria for printed materials would apply in many instances to nonprint also.

I think we all agree that we had insufficient time to discuss our topics. The first thing we felt was great frustration over having to skim the top and stop in the middle of the exciting discussion at one point so that we would have time to get on to the next point. We want you to know that in the three groups there were many varying points of view and this, of course, is helpful. The questions raised were more than those answered and we thought this was good, because we should all leave here full of questions.

We decided that we really should have a majority report and a minority report, but we did not have time so this must be of necessity a majority report. I am going to try to present a summary of the three discussions: on Criteria, on Titles Highly Recommended, and on Titles Not Recommended.

First, we thought that we should make some mention of criteria for textbooks. We realized that what we were saying in our group was a repetition of what was said so well during the morning session. We also realized that there are some things which bear repetition. We quickly reminded ourselves of certain criteria to be kept in mind when working with textbooks.

We thought that we should encourage the textbook writers to rewrite and revise their textbooks fully to avoid the kind of token adaptation which was mentioned in the morning session. Dr. John Hope Franklin mentioned this point last night when he said that sometimes "revision" was sort of stuck on at the end of the book.

Our group thought that we really should put a little pressure to bear on the rewriting of these textbooks so that they are true revisions of the older editions.

We reminded ourselves that we would be quite alert to these two editions, the segregated edition and the integrated one, and those of us who are in positions to talk with textbook publishers should say that the two editions are not wanted any longer; that people working in this field of teaching want the one integrated edition.

We spoke again of watching very carefully the year of publication. As teachers and librarians we feel that we would have to rebel against using those old editions even if it does mean a little spending of money. We want our textbooks to be accurate, to be realistic, and to have accurate information relating to today's way of life. We want a presentation and portrayal of the urban child, the urban way of life, as well as suburbia. We thought we would like good illustrations in these textbooks and we spent quite a little time talking about this; that the time has passed when the textbook publishers can take those same children who had previously been all white and put a little tan on their faces and say, "Now, this makes them Negro children."

Some of the participants in our group spoke of the use of photographs in textbooks and we talked a little about some of the new textbooks that are using photographs and using them very successfully. There are such textbooks published by Day and Macmillan that make use of the photograph, and a photograph is very real to the child.

We thought that children should not only be able to identify themselves in these books but they should also learn about others. (There was quite a discussion in our group as to whether all the children have access to all of the different kinds of textbooks. We reminded ourselves that this topic touched on the area of accessibility and so we left this for the afternoon discussion.) Our group was concerned about the schools with only white children and whether or not they are going to get the multi-racial readers; they need them more than the Negro children do.

There was some discussion of the fact that identification helps the non-verbal child to verbalize. Teachers and librarians have

an opportunity in the textbook field to bring in what we called trade readers because we did not know what else to call them; for example, we were talking about *Little Bear,*[1] *Cat in The Hat,*[2] the Harper *I Can Read* series, *The Case of The Cat's Meow,*[3] *The Case of The Hungry Stranger*[4] as books which can be used in conjunction with the readers.

Going on to criteria for trade books, we talked about general criteria, because books which portray the Negro — should first of all be good books. There should be awareness of such general criteria as the style of the book and the quality of the art work. All of the books should be appraised with an eye to the artistic qualities of the illustrations, liveliness of the presentation, readability, and the emotional involvement — in other words, general criteria.

In considering general criteria, we decided that a book especially valuable for rereading was *The Unreluctant Years*[5], *by* Lillian Smith. In this book we felt there was a good presentation of the general criteria with which we were concerned. Also considered were the criteria Charlotte Huck listed in her *Children's Literature in the Elementary School.*[6] They are concise and to the point and they are accurate. Finally, we thought we would go back to the *Wilson Library Bulletin* of October, 1966 and read an article by Jean Karl called "The Real and the Unreal."[7] These three readings would reacquaint us with the general criteria which we really know; sometimes we merely need to refresh our memory.

We moved from there into criteria for books about Negro life. We felt that they should not only meet the general criteria already discussed, but that in addition there were three points to be considered. Illustration was the first, language was the second, and content or theme was the third.

We selected illustrations because we felt that they are really

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[1]Eise H. Minarik, *Little Bear* (New York: Harper and Row, 1957).
[2]Dr. Seuss [Theodor Seuss Geisel] *Cat in the Hat* (New York: Random House, 1957).
[3]Crosby Bonsall, *The Case of the Cat's Meow* (New York: Harper and Row, 1965).
[4]Crosby Bonsall, *The Case of the Hungry Stranger* (New York: Harper and Row, 1963).
[5]Lillian, Smith, *The Unreluctant Years* (Chicago: American Library Association, 1953).
[6]Charlotte S. Huck and Doris A. Young, *Children's Literature in the Elementary School* (New York: Holt, Rinehart and Winston, 1961).
[7]Jean Karl, "The Real and the Unreal", *Wilson Library Bulletin,* XLI (October, 1966), 162-168.

the first thing which a child investigates in a book. Working with children and books, especially in the library, watch a child. He goes to the shelf. He takes down the book. He looks at the cover. He flips through the pages to look for the pictures. If the illustrations bother him at all he puts it back and he doesn't even consider the content. Therefore, we felt that since this is the thing which he probably sees first, this is the point which is extremely important for us to consider in the criteria.

In elaborating this point, we said that we wanted the Negro children in the books to be attractive, but realistic. They should be obviously Negro children. The illustrator should be consistent in his characterization and his portrayal. There are artists who have a kind of caricature style of illustration which is carried on throughout the entire book. There is a reason for this: it is the style of the author's work. But we would be disturbed if the Negro child in that book were a caricature and the others were not.

We talked about some early books that had been accepted and that were acceptable thirty years ago because they were the best of what was available in 1937, but would be questionable today. Is a book written by a Negro or illustrated by a Negro automatically the right book? Some of those early books have outlived their usefulness and the authors themselves recognize this. We discussed a title by Arna Bontemps: *You Can't Pet A Possum,*[1] now out of print. He had to accept the illustrations for this book thirty or thirty-one years ago in order to get good stories before the children.

If you will forgive me for being personal, I would tell you a story which I shared with my group about the importance of illustration to children. The real beginning of the James Weldon Johnson Collection in our Library came from the reaction of a small boy to illustrations. We did a great deal of reading aloud in that library and one day I did what I tell my students one must never do. I was going to read aloud to a group of children and I dashed over to the shelf and I pulled off the first book on the shelf and settled myself down to read to the children. I learned that you don't ever read aloud anything that you haven't read first yourself. This little book was *The Mule Twins,*[2] by Inez Hogan.

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[1]Arna Bontemps, *You Can't Pet A Possum* (New York: Morrow, 1934).
[2]Inez Hogan, *The Mule Twins* (New York: E. P. Dutton, 1939).

I started to read *The Mule Twins.* I really got going in this book and I thought, "Oh, my goodness, what a book to read to these little children." They were looking up at me, trusting me. Should I stop and say to the children, "This is a terrible book and I'm not going to read this anymore?" Should I just try to struggle through to the end and ignore the whole thing and think that they are ignoring it along with me? I was new, I was young in this game and I didn't know what to do, so I did the latter. I read *The Mule Twins* from beginning to end. At the end of the reading the children all looked at the book and one little boy went off with this book, and spent a great deal of time looking at it. Then he brought it up to me and gave it to me, and without any bitterness at all, he said to me respectfully that the Mule Twins were cuter than the boys. We decided we'd better do something with *The Mule Twins.*

Our group used *Sam,* by Ann Scott, illustrated by Symeon Shimin, McGraw-Hill, 1967 which is a brand new book, as an example of really handsome illustration and as an example of how publishing has progressed and improved in thirty years. This is a stunning book. This is a book made by a very fine artist and the story is a very pleasant little story about a baby brother who is rebuffed by all the members of the family: "Don't bother me, go bother your father;" "Don't bother me, I'm busy, go bother your sister." Sister chases him to brother and all of a sudden he's heartbroken and rejected. And then the family realizes what they've done to him, and mother cuddles him and loves him, and then says, "You can help me in the kitchen," and, "You are a great help." It is a very simple little story, but a great improvement over *The Mule Twins.*

We criticized the author-created dialect, and we fortunately don't have very much of this today. I am not talking now about what we had thirty years ago. We talked about what we really have today, and we do not have very many books being published with, for example, "I'se gwine down dis street," and, "You sees de thing" — the author's idea of how Negroes should speak. We discarded books with heavy dialect. We recognized that Arna Bontemps is an expert with the arrangement of words, local phrases, regional vernacular, to portray the Southern speech patterns rather than this quite improper grammar. It is the question

of authenticity versus false ideas and we thought we could just do away with this kind of dialect.

We criticized the plantation stories and I'm hoping that most of them have either passed on or soon will. But you know the old books by Rose Knox — plantation stories. Both Negro and white children were raised together on a plantation, never leaving this plantation, neither the white children nor the Negro children. The children loved each other, played together. When they spoke, the Negro children were unintelligible, but the white children spoke as though they had just received Ph.D.'s from Harvard or Oxford.

We don't have to think of objectionable words because we don't use those now, generally. However, we said that there are certain phrases and certain instances in books for children where you would use such words as "pickaninny, darky and nigger," but you would have them used by the villain. If the villain uses these words, then he uses them to reinforce his bigotry. In no circumstances, should the hero of the book use them, nor should the editor of the book use them. In *Durango Street,*[1] for instance, this kind of language is used, but it's true to the story. Another book which I'd like to mention is *The Contender.*[2] You'll find strong language in this book, but it is real to the book and the book would be false without it. Hildegarde Swift[3] in a story about Harriet Tubman, uses these words, but she explains that when a patroller went after a runaway slave and when he caught him to take him back to the plantation, he did not say, "Now, Mr. Jones, we are ready to return home."

We said that the Negro should be fairly represented in all phases of social development and we thought that now the time has come when not every book should necessarily have a message. We talked about a book called *A Wonderful, Terrible Time,*[4] a book in which the characters are just incidentally Negro children. But their real problem is adjusting to camp life. Now, this is a problem faced by all children.

We talked about recommended titles and some not recom-

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[1]Frank Bonham, *Durango Street* (New York: E. P. Dutton, 1965).
[2]Robert Lipsyte, *The Contender* (New York: Harper and Row, 1967).
[3]Hildegarde Hoyt Swift, *Railroad to Freedom* (New York: Harcourt, Brace and World, 1932).
[4]Mary Stolz, *A Wonderful Terrible Time* (New York: Harper and Row, 1967).

mended. The group that had the titles highly recommended could have been going on until this time next year. They selected 11 titles to discuss. I do not have the full list, but *Snowy Day,*[1] *Whistle for Willie,*[2] *Jazz Man,*[3] *Roosevelt Grady,*[4] *I Wonder Why*[5] and *A Certain Small Shepherd*[6] were included. There were those who questioned the illustrations in *Snowy Day* and there were those who mentioned the fat mother. It had been pointed out that perhaps she was a stereotype. Being a fat mother myself, I asked why they should be considered stereotypes. In *I Wonder Why* there were questions pro and con; there were those who felt that perhaps this book was really not meant for children, but was a book for adults about children.

Then we said, "Don't be afraid of the strong book, the controversial book," and we looked at *Durango Street.*[7] There was some question about *Patricia Crosses Town*[8] and there was some question about *Empty Schoolhouse*[9] in the not recommended group, and there was some question here as to whether or not there was too much emphasis placed on color and on racism in these books. The majority of us recommended both titles.

We concluded by agreeing that all of us must develop an interest in this subject and we must do a great deal of reading on our own. We should be using these lists, some of them that we have here, and the materials, as guides for formulating our own criteria since we should not depend upon lists during our entire careers.

We thought that we needed to develop an emotional balance about this whole thing, that we do not want to be ignorant, that we do not want to be unaware of what is going on, but at the same time, we do not want to be oversensitive. And lastly, we thought there was a need for constant critical evaluation and re-evaluation.

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[1]Ezra Jack Keats, *Snowy Day* (New York: Viking Press, 1962).
[2]Ezra Jack Keats, *Whistle for Willie* (New York: Viking Press, 1964).
[3]Mary H. Weik, *Jazz Man* (New York: Atheneum, 1966).
[4]Louisa R. Shotwell, *Roosevelt Grady* (Cleveland, Ohio: World, 1963).
[5]Shirley Burden, *I Wonder Why* (Garden City, New York: Doubleday, 1963).
[6]Rebecca Caudell, *A Certain Small Shepherd* (New York: Holt, Rinehart and Winston, 1965).
[7]Bonham, *op. cit.*
[8]Betty Bau, *Patricia Crosses Town* (New York: A. Knopf, 1965).
[9]Natalie S. Carlson, *Empty Schoolhouse* (New York: Harper and Row, 1965).

Topics and Types of Materials Needed

DOROTHY BRODERICK
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Case-Western Reserve University

Our group was assigned the task of discussing the types of materials we felt were needed and which did not currently exist in any great numbers. There are books which represent notable exceptions to our conclusions, but on the whole we felt the overall conclusions can be supported by analysis of current and past materials.

First of all, we were concerned with an almost total lack of values in both text and trade books. We found materialism running rampant in both text and trade books; that economic security was held up as the goal toward which one should strive. The "better" life could be correlated with the "richer" life and we felt quite strongly that earning money is not the ultimate goal of life and that somewhere along the way the less measurable values must be made meaningful whether in textbooks about American history or in poetry books.

Next we directed our attention to the question of whether there are subtle or obvious reasons why certain topics have been ignored in materials for children. This discussion led us to a consideration of all materials, not just those about Negroes, and we felt that all minority groups in America have been neglected in children's materials. The white, Protestant American is held up to us as the desired end-product of the "melting pot." Absent from our books are the poor of whatever color; the ethnic minorities; and the religious minorities. Although, in fairness, it should be noted that religion as such plays little or no role in the lives of book characters.

And the other thing we talked about in some part and then expanded as we were talking with the other groups was the question of professional acceptability. And I think that we should explore further our review media, our review tools, which are for professionals, and the need for them to identify for us materials which will suit our needs and which are available but which are not immediately accessible to us. There is a difference between

the way we treat material inside our libraries and the way we should begin to recognize them bibliographically. Those of us who are professionals should have tools which give us immediate access to what is now available in print in the book world. And if we had this, some of the questions raised at this conference would be superfluous and irrelevant.

We did not talk very much about the *Georgia List* because I would have to say that too few of the conference participants know how it got to be the *Georgia List,* and I suggest to you that one of the types of materials needed in the State of Georgia is more internal communication among the professionals in this field, and that once you have this, you will then begin to settle for at least a pact.

One of the things that struck me was that all the time we talked about types of materials that were needed in public schools, nobody challenged the idea of state control of materials. Now, I would suggest to you that even if you do not feel in your heart at the moment that the abolition of state control is feasible, that you should consider working toward it, that it would at least allow a certain number of oases of enlightenment to exist. Where there is state control, you are fighting a never-ending battle with a hierarchy and with a political structure which impedes you at many levels.

While it takes little space to summarize our discussion, it is obvious to you that it must have taken considerable time to reach these conclusions. They may not appear earth-shaking, but they do provide the basis for further discussion and much needed research. Our overall conclusion can be stated by using the contemporary vernacular. We would like our text and trade books to: "Tell it as it is, baby," and "Tell it as it was, baby."

Making Materials Accessible in the School

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Emory University

Group Five discussed the question of making materials pertaining to Negro Americans accessible to Georgia children in the schools in terms of authoritative consent to their official acquisition, and of the actual accessibility of these materials to the children and to instructional personnel. The problem was then further subdivided by identifying two categories of materials: (1) trade, or library books, and (2) textbooks. This division is particularly significant as it is felt that each type of material poses its own set of problems that require different methods of solution.

The problem of making multi-ethnic (as this group preferred to define the materials under discussion) trade, or library, books accessible to Georgia children in the schools does *not seem* as acute as does the problem of making available textbooks written with a multi-ethnic approach. The existence of unrestricted local funds enables the purchase of trade, or library, books in some school situations, and the selection procedure in Georgia affords not only the use of the *Georgia List,* but extends the possibility of wide choice of library materials through the use of a variety of authorized selection sources.

One of the best approaches to increasing the quantity and quality of multi-ethnic materials in school libraries and classrooms appears to be the education of librarians and teachers in the knowledge of materials available to them. This education can in part be effected by the distribution of bibliographic information on these materials. It was suggested that the Georgia Council on Human Relations prepare and distribute such a list. For maximum effectiveness the list should include the notation of selection source, including complete information as to issue and page number, which will facilitate the librarian's order procedure. The distribution of such a bibliography should be state-wide to teachers and librarians.

The establishment of an examination collection of multi-ethnic

materials by the School of Library Service of Atlanta University is another suggested procedure which will contribute toward a goal of making these materials accessible to Georgia children. The value of this collection not only as a place for examination of and familiarization with resources, but as a laboratory for training teachers and librarians in their presentation and uses with students was emphasized.

The textbook problem seemed to present itself in a political context and suggests an approach which might be most successful through the expressed concerns of community and civic groups. It was proposed that a committee be formed as an outgrowth of this conference, which should be so recognized and publicized. It is the consensus of Group Five that the proposed committee investigate the method of appointment of the Georgia State Textbook Committee, its composition, and its policies of textbook selection and adoption. It was also recommended that the proposed committee be charged with the responsibility of making known to the Georgia State Textbook Committee those textbooks considered desirable and preferable for use in Georgia schools.

Another recommendation was made to procure the involvement of professional organizations in Georgia and enlist the influence of the teachers and librarians of higher educational institutions in furthering this project.

The final recommendation was for the provision of on-going action on the problem of making materials pertaining to Negro Americans accessible to Georgia children. It was suggested that another conference be held for progress reports after a six-month interval, and that perhaps at a later time, another conference be held which would include such groups as classroom teachers, principals, and other concerned individuals.

To capitalize on the enthusiasm generated by the present conference we discussed where to begin our campaign. Begin everywhere! Points of influence exist in many places and at many levels. A single partisan gained in a strategic spot can sometimes make a big difference in pushing a program forward. A dragnet approach may reach isolated persons who hold a sympathetic viewpoint and who may become enthusiastic supporters, and in

turn generate interest in and increasing attention to our general objectives. Many approaches to the solution of the problem should be tried. We must remember that local assets exist which should be utilized; this is the starting point.

Methods of Increasing the Accessibility of Materials in the Library

ELLA McCAIN
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Wenonah High School
Birmingham, Alabama

Our Group Seven discussion began with two questions: (1) who selects the titles that are on the *Georgia Library List for Elementary and High Schools,* and (2) who appoints the selectors? Neither the group leaders nor the participants had found a published answer to these questions. The group concluded that the Georgia State Board of Education appoints a committee which recommends titles to the Board for approval. Two Negroes have been appointed to the committee, and they are educators. However, all of the members of the committee are not professionally trained — some are housewives and others are lay people. The committee members serve for terms of two years. Recommendations for appointments may be sent to the State Board of Education by the State Department of Education and others. The Georgia Teachers and Education Association exerted some influence upon the appointment of a Negro in 1965 and another one in 1966.

Criteria for the selection of titles on the *Georgia Library List* were not discovered by the group. Nor did they learn what the possibilities are for communicating with the selection committee to get this information. There was consensus among the group that the dissemination of more information regarding the compilation of the list is desirable — particularly for librarians and teachers.

The group concluded that some ways of communicating the need for making materials by and about Negro Americans available are:

1. Articles should be written, reproduced, and distributed tc educators, board members, and citizens.
2. Organizations, such as the PTA and the Schoolmaster' Club, should be informed about conditions.

3. Principals should work with the Georgia Committee on Children and Youth.
4. Communication with library associations on the state and local level should be established.
5. Traveling displays of materials should be sponsored by non-school groups such as the Council on Human Relations, Atlanta and/or Emory Universities, churches, etc.
6. Films and filmstrips, such as those released by McGraw-Hill, should be presented.
7. Speeches should be made by resource persons and prominent people of other professions.
8. Students should be involved in writing and performing in skits or plays on Negro Americans (in Illinois such a group was formed and it tours the state).

We discussed the need for attitudes to be changed. Fear is prevalent among parents, teachers, and school authorities. There is also fear among publishers who are concerned about losing sales. There are instances of harassment of parents whose children are attending integrated schools. Some PTA's have been disbanded when Negro students are admitted or when they constitute the majority of the enrollment. Some parents resent using PTA money to purchase materials pertaining to Negro Americans. We should explain the importance of these materials and the necessity for using PTA funds when others are not available. Some Georgia librarians cannot use state funds to buy books that are not on the *Georgia Library List*. Some librarians are not even permitted to use Title II federal funds to purchase books on "other acceptable lists". Purchase orders have been censored on several occasions.

Reading motivation was emphasized. The group agreed that it is not enough to *have* materials — they must be *used*. Materials must be arranged effectively. Librarians should understand that the materials should not be selected, purchased, and placed in the library for Negro students only. Students of other races should also be encouraged to read about Negro Americans. Lists are very good, but they are not effective when one does not know the books nor how to use them.

We discussed the reactions of children to materials by and about

Negro Americans. We were told that the drama presentations in Illinois have stimulated other students to become involved. They are writing their own skits and they have organized their own study clubs with and without the assistance of teachers. Another example is the art work of children. They are now drawing themselves and coloring their faces and the faces of others brown. They are proud to be black.

It was concluded that there is no one solution to this problem. All approaches that can be conceived of should be tried. Each concerned person can make a contribution. Conferences and institutes should be sponsored by professional organizations and educational institutions on local, multi-city, county, state, and regional levels. The censorship of the spending of federal funds should be investigated. Information should be publicized much more than it has been in the past. These ideas are not to be implemented exclusively for Negro children, but for *all* children in Georgia.

Making Materials Accessible in the Home

LAURA SCOTT LEWIS
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Group Seven concerned itself with making materials accessible in the home. I must report that we had a very interesting and revealing session. The group feels that there are suitable materials available to parents for use in the home, but where and how to locate these materials can present problems.

It was determined that there should be an interrelationship between the home, the school, and the public library. This, of course would involve the borrowing and the purchasing of books. We suggested some sources that might be used by parents and non-parents for locating interracial materials. These are: the National Education Association, the NAACP, the Urban Center of New York, Doubleday (specifically the Zenith series), Augusta Baker's bibliography (revised edition to be published in the spring of 1968),[1] and the public libraries. Dr. Randolph Sailer[2] said that he would be available to assist persons in obtaining desirable materials.

Suggestions that were made as to how we could help parents become aware of the need to make such materials accessible are:

1. *Paperback Book Fairs.*

   These fairs might be sponsored by PTA groups, civic clubs, the Georgia Council on Human Relations, or other interested groups of people.

2. *Television and Radio Programs.*

   Examples of programs that might be presented are book talks, author interviews, and series which introduce and review books. New ways of using these media should be developed.

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[1]Augusta Baker, *Books about Negro Life for Children.* New York: New York Public Library, 157, 24p.
[2]A retired teacher who travels and writes to promote reading. His address is 8 Morgan Circle, Swarthmore, Pennsylvania 19081.

3. *Exhibits.*

   Materials could be displayed during PTA and other community group meetings.

4. *Book Lists.*

   Publishers of paperback books were mentioned as a source. In one school system the children were encouraged to take these lists home. The parents helped the children to make their selections for purchases.

5. *Cooperation between librarians and social workers.*

   Case workers from agencies such as the Georgia Family and Children's Services Department go into homes and are familiar with conditions. They should be able to make pertinent recommendations to librarians.

6. *Church Libraries.*

   Materials pertaining to Negro Americans should be well represented and children of all races and faiths should be urged to use them in their homes.

The group feels that there is a need for additional quality materials by and about Negroes, not only in the libraries and the bookstores, but in the homes. This can be accomplished, we feel, by concerted efforts on the part of parents and interested citizens to ask for materials that are not included in the libraries' collections or in the bookstores.

A real concern was expressed for establishing home libraries. It was suggested that the home collection include recordings, magazines, newspapers, and possibly filmstrips that might be borrowed from the public library. We feel that it is not enough just to have these materials in the home, we would like to see these materials used.

We feel that two ways of making maximum use, or stimulating the use, of these materials are to revive the family custom of reading aloud stories to children in the homes, or to find one interested parent who is a good reader and gather the community children together for storytelling sessions.

Final Discussion Period

QUESTION:

Mrs. Baker, what is your reaction to Trevino's book, *I, Juan de Pareja?*[1]

MRS. BAKER:

I thought it was a very good book. In the first place it is historical and if we want to consider it from that point of view, it was interesting to me and I thought it would be interesting to boys and girls to know about Juan and the country and so forth, so that I personally like the book. As you know it is the story of Velasquez and Juan who was a slave who had been freed and became an apprentice to the great painter.

I was hoping you'd have a criticism of it.

QUESTION:

What do you think about it, Miss Broderick?

MISS BRODERICK:

Well, I put my criticism in print many ages ago, and did not attend that particular Newbery dinner. As a matter of fact, I was a one man "sit out" while they "sat in". I thought that beyond the whole question of the book itself is the fact that our historians agree that we know almost nothing about Belasquez. That's spelled witn a "B" for those who never took Spanish, and you have to say "B". We don't know anything about this man. The Cleveland Art Institute put out one of its beautiful brochures on the fact that they had acquired a Belasquez. This was subject to the usual controversy as to whether it is or it is not, and if so, when did he paint it, and where has it been? It seems to me that we were applying a double standard to this book. One of the things we ask in an historical book about any period is that the author be authentic in his facts. We have rejected on the whole what I call, the "how it might have been" school of writing. We ask from an historical novel the same validity as we ask for in historical writing in the non-fiction field. The author is not free to give his

[1]Elizabeth B. de Trevino, *I, Juan de Pareja* (New York: Farrar, Straus and Giroux, 1965).

own interpretation, to seek his particular "little hobby horse" at the moment, and I felt that this entered into consideration with that book.

Now, I probably would not have been quite so vociferous about it if, like Mrs. Baker I had enjoyed it. I was bored silly by this book and I found reading it a labor of work, not love. Consequently, I did what I suggested to the group, that we, all do — I took my criteria and made them fit my personal reaction to the book.

MRS. BAKER:

I think that many of us do this to a certain extent. I also feel that sometimes, even when we come to something which we do not like personally, that we can apply impersonal criteria rather than personal bias. Does a book move for you? This kind of thing, again, is a very personal thing. You found it a bore. I did not. It moved for me.

MISS BRODERICK:

All right. But in this same year was Betty Baker's *Walk the World's Rim*[1] which had so much meaning. Mine was a comparative judgment also. Let me point out, that given the choice, if we had to have a book about a slave winning the Newbery Award, then I would have chosen *Walk the World's Rim*. Estabon is a slave I would walk around the world with.

MRS. BAKER:

Well, you see, there were how many people on that committee?

MISS BRODERICK:

Twenty-three.

MRS. BAKER:

That's right. So therefore, again, it was a committee decision and there were probably those who did not like Estabon.

I personally liked *Walk the World's Rim* I am not going to

[1]Betty Baker, *Walk the World's Rim* (New York: Harper and Row, 1965).

say how I voted, but I liked *Walk the World's Rim,* and considered it to be well written.

MRS. PHINAZEE:

This is a good example of why we need general criteria and personal criteria.

MRS. BAKER:

And you won't agree.

MRS. PHINAZEE:

This discussion reminds me of the book classification process — the personal point of view is a significant factor which we cannot ignore. Could we close this discussion by asking Mr. Fears why he asked that question?

MR FEARS:

I agree with Miss Broderick, I consider the book weak and it did not move me either.

MRS. PHINAZEE:

Well, we'll take one more comment on this, but this appears to be a moot question.

COMMENT:

I thought if we're going to be controversial, this is the time for me to say what I want to say. And it wasn't on this.

MRS. PHINAZEE:

Not that we want to be controversial, but you may say what you want to say.

COMMENT:

Well, I thought I might prepare you.

No, I am pleased at the opportunity to have been a part of this conference, but I do have something of a personal axe to grind. I noticed with a kind of consistency that almost all of the speakers without exception have referred to American Negroes,

and I've been wondering about that for a bit, wondering about the noun and the adjective. Which is the noun and which ought to be the adjective?

And I just would like to propose that the group, and you may not feel it necessary to discuss it now because it's an involved topic, and I suppose I have some justification because you said it was the time to comment, if we might consider the implications involved when we refer to a group as American Negroes as opposed to referring to them as Negro Americans.

MRS. PHINAZEE:

Very well put. Are there any other comments? Does anyone have anything else they would like to add or recommend that we have looked over or that should be changed?

I think we've used the terms both ways and we have also said, Afro-American.

COMMENT:

Well, personally, I like black myself, but I was simply adhering to the commonly accepted term.

MRS. PHINAZEE:

I want the record to show that it has been used three ways. It has not been consistently American Negroes, for some people have said Negro Americans, and some have said Afro-Americans.

Are there any other comments?

MRS. BAKER:

I wanted to add something. You were talking about book fairs, and because some of you might possibly be interested in this, Tom McPherson who has the Combined Books Exhibit which I am sure you will see when you visit your professional association meetings also has this kind of combined paperback exhibit which can be used by parents if they are going to have book fairs. Also, if you have Jaycees organizations here in Georgia, ask them to assemble for you just such a paperback exhibit. They do this through the Pilgrim Books.

Summary

ANNETTE HOAGE PHINAZEE
Professor, School of Library Service
Atlanta University

The School of Library Service sponsored an "Institute on Materials By and About American Negroes" on October 21-23, 1965. A committee was established to implement the recommendations made at this Institute. The first project undertaken by the committee was a "buying guide for materials by and about American Negroes to be used primarily by librarians serving children and youth."

Miles M. Jackson, Jr., Librarian, Atlanta University, consented to edit the bibliography. Alma L. Gray, Librarian, Douglass High School, Baltimore, Maryland and Mary W. Cleaves, Librarian, Sun Valley Junior High School were compilers. Gilbert Nicol, who was at that time a Development Officer at Princeton University secured a federal grant to finance the project.

"A Bibliography of Materials By and About Negro Americans for Young Readers" was prepared. In accordance with government regulations, only a limited number of copies could be reproduced. Copies were mimeographed and have been distributed at this conference as a reference source for the participants. The Trustees of Atlanta University have authorized publication of the bibliography and we look forward to making it available generally in the future. We present Mr. Miles M. Jackson to you at this time. Mr. Jackson, will you please stand so that the audience can see you?

This conference on The Georgia Child's Access to Materials Pertaining to Negro Americans provided an opportunity for those of us who are concerned about the education of Georgia children to discuss the question. We realize that effective action should be preceded by adequate study. We know that a group of people who have reached a consensus can usually accomplish more than an individual. We are aware of the different types of individuals and the kinds of jobs that need to be done before all children in Georgia will have the materials that they need.

We planned our program, selected our leaders, and invited participants with certain assumptions in mind:

1. We believe that prejudice is not natural with children, that educational materials influence their attitudes.

2. We agree that curriculum offerings of the public schools should give to every student the information that will help him to understand his environment, to make the student a socially efficient citizen.

3. We know that in Georgia the environment includes a substantial portion of Negro Americans and that no *effective* system of education can neglect problems as acute, as pressing, and as inescapable as are those involved in our racial situation.

4. We know that an antagonistic atmosphere does not contribute to a reasonable dialogue. We recognize the obligation of educators to individually and in groups take the initiative to assure expert and informed discussions of this question.

The findings from this conference indicate that there is at present widespread interest in providing materials pertaining to Negro Americans. The first task of those who wish to use such materials is to select discriminately. John Hope Franklin described eloquently how materials have evolved and what the national climate is. We were advised to avoid distortion and overemphasis and to seek the acceptance of multi-ethnic material that presents more realistic approaches and assumptions.

We realize that the most difficult task of gaining the acceptance of adequate materials is ours. We must strive for balance from extremist Caucasians and Negroes. We are aware of the economics involved. The California experience with *Land of the Free* has taught us that political power must be considered.

We are fortunate in having present at our conference people with many points of view — historians, publishers, librarians, teachers, parents, interested citizens, and students. We have, and we can continue to add, strength in our group. In addition, there is a contribution that each of us can make as individuals. We need to know what we can do best and then have the courage to do it. We hope that this conference has in some way assisted you in identifying your role.

The Atlanta University School of Library Service and the Georgia Council on Human Relations are committed to supporting your activities in every possible manner. We thank you for coming and we hope this is only the beginning of a sustained and effective effort to provide material that will enable every Georgia child to understand his environment and to become a socially efficient citizen.

APPENDIX A

PUBLISHERS WHO SENT MATERIALS TO BE DISPLAYED AT THE CONFERENCE

Anti-Defamation League of B'Nai B'Rith
41 Exchange Place, S. E.
Atlanta, Georgia

Associated Publishers, Inc.
1538 Ninth Street, N. W.
Washington, D. C. 20001

*John Day Company
62 West 45th Street
New York, New York 10036

Dodd, Mead & Co., Inc.
79 Madison Avenue
New York, New York 10016

*Doubleday & Co., Inc.
501 Franklin Avenue
Garden City, New York 11531

Ginn and Company
Southeastern Division
717 Miami Circle, N. E.
Atlanta, Georgia 30324

*Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

Houghton, Mifflin Company
2 Park Street
Boston, Massachusetts 02107

Parents' Magazine Enterprises, Inc.
52 Vanderbilt Avenue
New York, New York 10017

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Rand McNally & Co.
405 Park Avenue
New York, New York 10022

Scholastic Book Services
50 West 44 Street
New York, New York 10036

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

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*Sent representatives to the Conference.

APPENDIX B

SUGGESTED QUESTIONS FOR DISCUSSION

Criteria for judging materials:

1. Are there *valid* criteria for judging children's books in general?
2. What are these criteria?
3. Are general criteria sufficient when evaluating educational material which includes information pertaining to American Negroes?
4. Do adequate criteria for evaluating educational materials pertaining to American Negroes exist?
   a. If they exist, are they readily accessible in Georgia?
   b. If they are not accessible, what can we do to acquire them and promote their use in Georgia?
   c. If they do not exist, what are desirable criteria?

Titles recommended highly

1. Which of the titles on the Conference lists are recommended highly? Why?
2. Are there titles that are not on these lists that should be added to them? Why?
3. Which of the two groups (Elementary and High School) has the most titles that are recommended?
4. Which types of materials (histories, biographies, etc.) have the most titles that are recommended?
5. Which characteristics are most prevalent in the titles that are recommended highly?
6. Are the titles that are highly recommended on the Georgia lists?

Titles not recommended

1. Which of the titles on the Conference lists are not recommended for elementary or high schools in Georgia? Why?
2. Are there titles omitted from the Conference lists that are not recommended? Why?
3. Which of the two groups (Elementary and High School) has the most titles that are not recommended?
4. Which types of materials (fiction, vocational, etc.) have the most titles that are not recommended?
5. What unfavorable characteristics are most prevalent in the titles that are not recommended?
6. Are titles that are not recommended on the Georgia lists?

Topics, types of materials needed

1. Are all topics pertaining to American Negroes covered adequately in elementary school materials? In secondary school materials?
2. Are there subtle or obvious reasons why certain topics have been neglected or ignored?

3. Are topics that are essential to an understanding of American Negroes' contributions to American society treated more adequately in certain types of materials than in others?
4. List topics that need to be included in educational materials and evaluate the extent to which they are included in titles on the Georgia lists.
5. List titles not on the Georgia lists that include these topics.
6. List types of materials that are needed on the Georgia lists.
7. List topics and types of materials that should be available in public schools.

Making material accessible in the school

1. Who chooses the members of the Georgia State Textbook Selection Committee?
   a. What points of view do these members represent?
   b. What opportunities are there for teachers, librarians, lay readers, and parents to communicate with this committee?
2. How are textbooks chosen for school systems in Georgia?
3. Who selects the textbooks and other educational materials for each school?
4. To what extent are teachers and librarians encouraged to select materials that portray truthfully the Negro's participation in the development of American culture? To supplement inadequate materials with needed information?
5. Is it sufficient to supplement existing materials with information pertaining to American Negroes, or should all educational materials include this information?
6. Should parents and interested citizens participate in encouraging teachers and librarians to make materials pertaining to the American Negro accesible, or should this task be limited to professional supervisors?

Making materials accessible in the library

1. Who chooses the members of the Georgia Library List Committee?
   a. What points of view do these members represent?
   b. What criteria are used in selection?
   c. What opportunities are there for citizens to communicate with the selectors?
2. Who selects library materials in each school?
3. To what extent and by whom are librarians encouraged to select materials that portray truthfully the Negro in American culture?
4. Is there any form of censorship of materials (such as omitting certain titles, limiting the use of funds, etc.) that effects the accessibility of materials pertaining to American Negroes in libraries in Georgia?
5. To what extent are librarians free to choose materials that are not on the Georgia list?
6. Are materials pertaining to American Negroes made more accessible by isolating them in a separate collection, or is it better to place the emphasis upon having materials available in relation to other relevant information?

Making materials accessible in the home

1. Are suitable materials available to parents for use in the home?
2. How may we make parents aware of the need to make such materials accessible?
3. To whom can parents turn to learn how to obtain materials and how to use them effectively?
4. What can people who are not parents do to make pertinent materials accessible in the home?

APPENDIX C

SUNDAY, OCTOBER 20, 1968
THE ATLANTA JOURNAL AND CONSTITUTION

NEGRO CULTURE CREEPING INTO SCHOOLS

By PAUL RYAN
Constitution Education Editor

The teaching of Negro culture and accomplishments, once considered anathema in the South, is slowly creeping into the classrooms of Georgia's public schools.

Progress is slow, especially in rural areas where racial fervor runs high. But attempts are being made to explode the racial myths fostered by white-oriented textbooks approved by white school boards.

Rapid advances are virtually impossible in the face of a dearth of social studies textbooks which give an accurate picture of the Negro's place in history.

DIRECTION FROM the State Department of Education will not be forthcoming until 1970, when guidelines, currently being formulated, are completed and published.

"We face a difficult problem trying to select good textbooks from the new multi-ethnic materials that are beginning to hit the market," stated H. Victor Bullock, assistant director of curriculum for the department.

"Many of the new books are just as biased in favor of the Negro as the old ones were in favor of the white establishment," he added.

Officials admit that for the next few years the state's elementary and high school pupils will continue to find only a blurred image of the Negro in textbooks used in the public schools.

WITH A FEW exceptions, Georgia's predominantly white schools and a surprising number of all-Negro schools touch only lightly on Negro history and culture, and then from a largely white point of view.

Most Negro schools, however, supplement regular texts with special material on Negro history. These books often take up most of the shelf space in Negro school libraries.

One rural county school superintendent commented that Negro schools that are interested in materials on black culture can use book allotment funds to purchase such materials.

"We've never denied them that right," the county superintendent said.

An official with the State Department of Education pointed out that curriculum guides and approved book lists which include materials on most of the races and their respective roles in history are really nothing more than suggestions.

"You know as well as I do that the real curriculum is what happens when the teacher shuts her classroom door," the official stated. "A wink or a raised eyebrow at the right moment can convey racial prejudice faster than any textbook."

THE OFFICIAL admitted that most teachers in predominantly white

schools often ignore Negro history, whether or not it is included in textbooks.

Most state education officials involved in the formation of curriculum feel that Negro history should be incorporated into other course work rather than singled out as a separate course.

"As soon as we draw attention to this matter by advertising Negro history as a separate course, we open ourselves to a storm of criticism by white parents," commented Stanley Bergquist, social studies consultant for the department.

Claude Ivey, the department's director of curriculum development, expressed concern about emphasizing a particular race or nationality in textbooks.

"My own viewpoint is that we should be trying to tie the races together as Americans," Ivey stated. "We need to put them (Negroes) out a little more in our books, but we don't have to treat them as a separate people."

EDUCATION OFFICIALS point out that in Georgia and elsewhere, when Negroes abandon black schools and integrate predominantly white schools, they lose their best opportunity to study the history of their own race.

"Nothing has been done on a statewide level to encourage courses in Negro history," commented the principal of a predominantly Negro high school in Southwest Atlanta, "consequently the only place a Negro can study his race is in segregated schools."

In Atlanta, where Negro leaders claim realistic school desegregation still does not exist, Negro achievements are taught to a greater extent than in any other system in the state.

City school officials discourage the teaching of separate courses in Negro history. Two predominantly Negro high schools which taught Negro history last year have dropped the courses this year.

"We have begun to develop larger amounts of supplementary materials in this area," commented Dr. John S. Martin, assistant superintendent for instruction. "It is no longer necessary to teach specific courses in Negro culture."

MRS. JEANETTE MOON, coordinator of social science and economic education, said social science teachers in the Atlanta system have agreed to give greater emphasis to Negro accomplishments in history courses.

"We are changing to the philosophy that Negro history should be an integral part of many courses rather than a separate study," she said.

Mrs. Moon said bibliographies on Negro books and authors have been sent to all schools in the system. In addition, the system plans to purchase microfilm of the Schomburg Collection of black history and culture.

The "woefully inadequate" social studies materials teachers in the system have had to work with four years inspired local curriculum experts to develop their own "integrated textbooks," according to Dr. Martin.

In one-third-grade textbook, pupils study a chapter on Atlanta titled "What Keeps People Together? What Keeps People Apart?"

In "Our Changing World," third graders are asked, "How can such a

pleasant city like Atlanta have slums?" and, "Why don't the people who live in slums have good jobs?"

IN OTHER TEXTBOOKS, third graders read paragraphs such as the following:

"Many boys and girls who live in crowded slums in Atlanta have no place to do their homework. Some quit school. They do not get an education. This means they can't get a good job. They will have to go on living in slums."

The idea, as one local educator put it, is to forget about Alice and Jerry and the sugar-coated, lily-white Camelot they inhabited.

"Changing Culture," a joint curriculum project of the Atlanta and Fulton County school systems conducted in cooperation with the State Department of Education, is taught as part of a quarter in Georgia history in all eighth-grade classes in the city.

"This project was undertaken not because we specifically wanted to include Negro contributions in our Georgia history courses," Dr. Martin said. "We came to the conclusion that we simply needed a better social studies curriculum."

THE ASSISTANT superintendent bristles at criticism of the school system's progress and accomplishments in the field of Negro culture.

"We've done a good job," he declared. "I'm sick of splinter groups telling us we're not doing anything."

Negro leaders, though willing to admit that progress has been made, stress that school systems in the state still have a long way to go.